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ABSTRACT

The reports in this document assess the effectiveness of South Carolina's public postsecondary institutions for the 1995-96 academic year. Ten tables provide data as required by Act 255 on accreditation, graduation rates, percent change in enrollment, sources of undergraduate degrees, transfers, and professional examination rates. Summary reports from public research, four-year, and two-year institutions address other institutional effectiveness components, including: general education, majors or concentrations, professional graduate performance on licensing examinations, changes in academic programs, academic advising, entry level placement, student success in meeting admissions prerequisites, undergraduate retention and attrition, minority student and faculty equity, student athlete academic performance, student development procedures, library resources, administrative processes and performance, facilities, public service, and research. Reporting are the following institutions: The Citadel; Clemson University; Coastal Carolina University; College of Charleston; Francis Marion University; Lander University; Medical University of South Carolina; South Carolina State University; University of South Carolina at: Aiken, Beaufort, Columbia, Lancaster, Salkehatchie, Spartanburg, Sumter, and Union; and Winthrop University. Also included are reports from the following technical colleges: Aiken, Central Carolina, Chesterfield-Marlboro, Denmark, Florence-Darlington, Greenville, Horry-Georgetown, Midlands, Orangeburg-Calhoun, Piedmont, Spartanburg, Lowcountry, Tri-County; Trident, Williamsburg, and York. An appendix contains revised mission statements. (CH)

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ED 404 963

MINDING OUR "P's" AND "Q's": Indications of Productivity and Quality in South Carolina's Public Colleges and Universities

REPORTS ON ACT 255 OF 1992
AND
SUMMARY REPORT ON INSTITUTIONAL EFFECTIVENESS

SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION
JANUARY, 1997

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January 7, 1997

The Honorable David M. Beasley, Governor of South Carolina
The Honorable Robert Peeler, President of the South Carolina Senate
The Honorable David H. Wilkins, Speaker of the House of Representatives
The State House, Columbia

Sirs:

It is my privilege, on behalf of the Commission on Higher Education, to transmit to you and to members of the South Carolina General Assembly copies of Minding Our "P's" and "Q's" as approved by the Commission on January 9, 1997. The first part of this report contains tabular data required by Act 255 of 1992, while the second part of the report contains information about up to seventeen areas that each college or university is required to assess under the institutional effectiveness program that was established in 1989 as a result of passage of the "Cutting Edge" legislation. Since some of the data that are collected for purposes of Act 255 relate directly to the original institutional effectiveness program, the individual institutional effectiveness reports that comprise the second portion of this document often explain and expand upon the Act 255 information included in the first part of the report. Additionally, those "Cutting Edge" reports focus on changes and improvements that are underway or have been made to respond to the findings of the assessments required by both laws.

We strongly encourage readers to become familiar with the Introduction to this document before reviewing its contents. We also believe that it is very important to read introductory paragraphs and footnotes that accompany the tables of data required by Act 255, since such data are easily subject to misinterpretation. Note, for example, that on Table 2, students who move from one campus to another are not included as graduates, even if they do graduate from the second institution. Similarly, students who drop from full-time to part-time, or who take time off from their studies for financial or other reasons lower graduation percentages.

Valid and reliable assessments invariably produce some information that is pleasing and some information that causes serious concern. Nevertheless, the Commission and the institutions have been open in reporting both strengths and weaknesses; moreover, all of us are committed to constant improvement when weaknesses are discovered.

While Act 359 of 1996 will tie performance in a number of areas to funding in future years, we believe that it is appropriate to recognize and commend the public colleges and universities for the overall diligence with which they have been assessing their effectiveness and using the results for quality improvement without special funding during recent years. We trust that you will find the descriptions of their assessment results and activities interesting and helpful.

Respectfully yours,

R. Austin Gilbert
Chairman

cc: Members, South Carolina Commission on Higher Education

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INTRODUCTION

This document combines two major reports on the effectiveness of South Carolina's public postsecondary institutions. The tables found in the front of the document respond to the requirements of Act 255 of 1992, a statute which requires the Commission to report specific higher education data to the Governor and the General Assembly prior to January fifteenth of each year. As required by that legislation, the Commission developed the format for the reports with the assistance of the institutions and in consultation with representatives of the House Education and Public Works Committee and the Senate Education Committee. Each table is presented so as to easily compare data with peer institutions in South Carolina. *A draft of this document is made available to all public institutions for comment prior to publication.*

The Commission staff regularly communicates with the Southern Regional Education Board (SREB) to ascertain whether data similar to that required by Act 255 is available for peer institutions in SREB states. While several states have implemented accountability legislation which includes some similar data elements, the Commission was only able to obtain and process relatively comparable data on average six-year graduation rates from senior institutions in thirteen of the SREB states for this report. That information is found in Table 2A. Efforts to obtain additional comparable data will continue as future annual reports are prepared.

Several of the tables are preceded by brief paragraphs that are designed to explain and clarify how the data are defined and **what may or may not be interpreted from them.** In addition, some of the individual summary reports on institutional effectiveness that comprise the second part of this document contain information that supplements or interprets data that are found in the specific tables required by Act 255. While both the Commission and the institutions are pleased with some of the data and seriously concerned with others, we believe that they accurately respond to the requirements of the legislation. Moreover, as has been true with the ongoing institutional effectiveness program described in the following paragraphs, **all parties are committed to constant improvement when weaknesses are discovered.**

The summary reports on institutional effectiveness that make up the narrative section of this document respond to the requirements of Article VII of Act 629 of 1988 (the "Cutting Edge" legislation), which defines broad requirements for an institutional effectiveness program in South Carolina and requires that each public college or university furnish the Commission with an annual report on the results of its institutional effectiveness program. On February 2, 1989, the Commission on Higher Education approved Guidelines for Institutional Effectiveness that provided the State's colleges and universities with a list of components of their academic and administrative operations that require assessment. The components were reviewed and several modifications were approved and implemented in 1993. The summary reports in this document comprise the eigth annual report on the results of that assessment. They summarize progress that was made by the institutions during the 1995-96 academic year in determining their effectiveness, and focus on a number of the seventeen components listed on the following page:

1. General Education,
2. Majors or Concentrations,
3. Performance of Professional Program Graduates on Licensing and Certification Examinations,
4. Reports of Changes in Academic Programs that have Occurred as a Result of External Program Evaluations,
5. Academic Advising,

6. Entry Level Placement and Developmental Education,
7. Success of Entering Students in Meeting College or University Admissions Prerequisites,
8. Achievement of Students Transferring from Two to Four Year Institutions,
9. Analysis of Undergraduate Retention and Attrition,
10. Minority Student and Faculty Access and Equity,
11. Academic Performance of Student Athletes,
12. Procedures for Student Development,
13. Library Resources and Services,
14. Administrative and Financial Processes and Performance,
15. Facilities,
16. Public Service,
17. Research.

All institutions must report on certain of the above components annually, and must report periodically on all other components applicable to their institutional type or mission. Each institution reports on these latter components on a preapproved schedule, which varies by college or university. Finally, some reports (e.g., those on the success of entering students in meeting admissions prerequisites, academic performance of student athletes, and achievement of transfer students) are only pertinent to or submitted by certain institutions or groups of institutions. Thus some components under every institution will have notations such as "This component is not applicable to this institutional type" or "This component was reported on last in 1995. Based on the schedule of reporting, this component will be reported on next in 1998."

As might be expected, some of the colleges and universities have progressed much faster than others in implementing effective institutional effectiveness programs. Those institutions that have experienced serious problems or delays in all or portions of their assessments have received letters from the Commission staff pointing out their deficiencies and offering assistance. Readers of the reports may find that such institutions, while committed to correcting their problems and/or expediting efforts to obtain more meaningful information, tend to spend more time discussing process and less time describing outcomes and the use of outcomes for improvement. Regardless, the amount of information on institutional assessment submitted by the institutions is voluminous and the emphasis on outcomes and their use has markedly increased each year. Since there are thirty-three public institutions, the institutions and the Commission staff have attempted to summarize the information submitted by each institution in a few pages. A copy of each institution's complete report is available in the Commission's offices.

If institutional assessment is to be meaningful, each college or university should examine its findings against its own goals and should generally attempt to examine trends over an appropriate time period. Most important, it should interpret data, using the results of assessment to improve when weaknesses are discovered. The annual Summary Report on Institutional Effectiveness makes no attempt to gloss over problems that become apparent as a result of the assessment process; it should be obvious that any institution will discover some areas that can benefit from improvement and should be addressed. **Thus, the**

Commission's report attempts to place a strong emphasis on how the colleges and universities are using assessment information to improve when problems are discovered. We believe that institutions that admit and address problems are being accountable and should be commended for their actions rather than condemned for their candor. Only if improvement fails to take place in a timely manner is it appropriate to require further measures.

In this narrative part of the document, we have reported on each institution separately; we urge readers to focus on the institution's accomplishments and concerns in the context of its individual goals and clientele. The central purpose of the ongoing Statewide institutional effectiveness effort is not to compare institutions but to strengthen the quality of individual colleges and universities through a continuous cycle of improvement.

Immediately preceding the individual summary reports on institutional effectiveness, we have provided brief descriptions of each of the components that are included in the institutional effectiveness program, sometimes adding some Statewide information or observations. The reader should find that a review of this brief explanatory narrative, "Institutional Effectiveness Components in this Report," will prove useful in reviewing the individual summaries.

While the Commission used to list specific State level institutional effectiveness recommendations in the Summary Reports on Institutional Effectiveness, that process was discontinued when the publication date was moved to January in order to meet the requirements of Act 255 of 1992. The Commission now uses the first few months of the calendar year to review all of the findings in the Act 255 tables and the summary reports, and issues such State-level institutional effectiveness recommendations separately during the Spring semester.

REPORTS ON ACT 255 OF 1992

SOUTH CAROLINA
ANIMIS OPIBUSQUE PARATI
DUM SPIRO SPERO

Table 1

All South Carolina pubic colleges and universities are accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, the regional agency responsible for overall institutional accreditation. This table summarizes the number of programs at each institution eligible for accreditation by a specialized accrediting organization recognized by the U. S. Department of Education and the number and a percent of programs actually accredited. Some accrediting bodies (e.g. education and public health accredit schools or units within the institution, while others (e.g. business and engineering) accredit individual programs within the school or unit. The numbers in the table reflect the number of accreditations received from the seperate accrediting bodies (i.e. all education majors are counted as one program while seperate majors in accounting and business administration are counted as two programs).

The process of accreditation involves an external review based on national standards typically pertaining to the curriculum, faculty, students, resources and overall administration of the program; therefore, attainment of such accreditation is often considered an indication of overall program quality. However, lack of program accreditation is not necessarily an indication of lack of quality. Some institutional administrators intentionally choose not to pursue such accreditation which can be extremely costly.

PROGRAMS ELIGIBLE FOR ACCREDITATION:
NUMBER AND PERCENT ACCREDITED
1995-96

Institutional Type/Name	Number of Programs Eligible for Accreditation	Number of Programs Accredited	Percent of Programs Accredited
Research Universities			
Clemson	11	11	100%
Med U SC	16	16	100%
USC-Columbia	23	22	96%
Group Totals/Average	**50**	**49**	**98%**
Senior Colleges & Comprehensive Teaching Universities			
Citadel	4	3	75%
Coastal Carolina U*	5	0	0%
C of Charleston*	7	3	43%
Francis Marion U*	7	2	29%
Lander U*	7	1	14%
SC State U	12	7	58%
USC-Aiken*	4	2	50%
USC-Spartanburg*	7	2	29%
Winthrop U	12	9	75%
Group Totals/Average	**65**	**29**	**45%**
Two-Year Campuses			
USC-Beaufort	0	0	N/A
USC-Lancaster	0	0	N/A
USC-Salkehatchie	0	0	N/A
USC-Sumter	0	0	N/A
USC-Union	0	0	N/A

* Note: One of six public universities in South Carolina at which the education program is not accredited by the National Council for the Accreditation of Teacher Education (NCATE), which is the only professional accrediting agency for teacher education recognized by the U. S. Department of Education. Participation by South Carolina institutions in accreditation by NCATE will be mandatory by July 1999. Meanwhile, all of their programs in professional education, used for the purpose of initial certification, must be approved by the State Board of Education.

Table 1 (continued)

PROGRAMS ELIGIBLE FOR ACCREDITATION:
NUMBER AND PERCENT ACCREDITED
1995-96

Institutional Type/Name	Number of Programs Eligible for Accreditation	Number of Programs Accredited	Percent of Programs Accredited
Technical Colleges			
Aiken	4	1	25%
Central Carolina	8	3	38%
Chesterfield-Marlboro	2	0	0%
Denmark	4	0	0%
Florence-Darlington	12	12	100%
Greenville	16	15	94%
Horry-Georgetown	6	2	33%
Midlands	14	14	100%
Orangeburg-Calhoun	8	6	75%
Piedmont	4	3	75%
Spartanburg	10	8	80%
T C Lowcountry	4	1	25%
Tri-County	8	5	63%
Trident	15	12	80%
Williamsburg	1	0	0%
York	8	6	75%
Group Totals/Average	**124**	**88**	**71%**

WHAT DOES THE "GRADUATION RATE" REALLY MEAN?

One of the most talked about educational indicators in South Carolina, (and in the nation), is the "graduation rate" of a college or university. What is it exactly? How is it figured? Why is it important? And perhaps, most importantly, what can this number, often expressed as a percent, tell us about quality at our colleges and universities?

First, it is important to understand that the reason in South Carolina for originally devising a graduation rate was a question from the South Carolina legislature as part of Act 255 of 1992. At that time the Legislature wanted to know, **"How many years does it take for a first time college student to graduate from a public college or university in South Carolina if the student goes to school full time and does not change institutions?"** At that time the State was not as concerned with the college student who entered an institution, particularly a two-year institution, with a goal of upgrading skills and never planned to get a degree. The State was more concerned with wanting to know how long it took for the first-time college student to graduate who *was seeking a degree.* All of the public colleges and universities with the Commission on Higher Education met and agreed upon a process to figure this graduation rate, which in turn would answer this question.

The process they agreed to is quite simple. First, all of the full time, first time students at any public college or university are counted at each public institution in the State. The day chosen is a certain number of days after the last day a student can add or drop classes. The number of students counted on that day is called the "cohort" for that given year. Therefore, since this process was started in 1985, the "cohort" or group for 1985 for the Citadel was 607 students - that is, the Citadel had 607 first time college students enrolled in classes full time on one specific fall day of 1985. US-Aiken had 308 first time, full time students on the day they counted. Clemson had 2260, and so on. The graduation rate is now calculated by taking this entry number and comparing it to the number of students in this same group of students (or cohort) who have graduated by the spring semester, four, five and six years later, in this example this "cohort" would have been expected to graduate in 1989, 1990 or 1991 . Comparing these two numbers, produces the graduation rate for those students who start college for the first time in their lives as a full-time student and generally, continue to go to college full time at the same institution.

It is important to understand that the student being *first time to an institution* and being *a full time student* **are equally important to the "graduation rate" produced.** In theory, a first time student who enters an institution and takes a full time undergraduate course load (at least 12 hours) in the fall of 1995 should graduate from that same or another institution within four to six years (the national average is now about five years to graduation whereas fifteen years ago it was approximately four years[1]). Counting the "cohort" by this process answers the question that the Legislature wanted to know in 1992, that was "How many years does it take for a first time college student to graduate from a public college or university in South Carolina if the student goes to school full time and does not change institutions?" **It does NOT ANSWER the question that is often asked today, three years later, namely, "How many years does it take for ANY first time student to graduate from ANY South Carolina public college or university?". Nor does it answer, "What is the graduation rate for ALL students who go to X institution in South Carolina"?"** Let's look at why the process doesn't answer these questions.

When the "cohort count" is taken on the scheduled day by all institutions, those specific students are always in that specific group or cohort. In other words, all of those students belong to that specific group *from the day*

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[1] "College Going, Persistence and Completion Patterns in Higher Education: What Do We Know?," Cecilia Ohinger, Research Briefs (Vol. 2, No.3, 1991), Division of Policy Analysis and Research, American Council on Education, Washington, DC.

the count is taken. A "cohort count" can be likened to taking a photograph, only that group of students appears in the photograph on that specific day. Therefore, if on the day after the count is done (or the photograph is taken), a student (or a number of students) drop from full-time to part-time they **stay in the cohort as full-time students since that is what their status was on the "cohort day"** (in other words, the photograph has already been taken, it cannot be changed without being "reshot" or "recounted" on a different day). When the institution counts again (or takes another photograph of this same group) at the end of the spring semester four, five or six years later to see how many students in that group graduated, those students who dropped to part time status probably will not appear as graduates. Therefore, in this example, these part-time students are not counted as graduates in the South Carolina graduation rate even though they may later actually graduate from a South Carolina institution. Why? *Because they did not remain a full-time student.* The question asked was not, "How many years does it take for a first time college student to graduate from a public college or university in South Carolina if the student goes to school ***part time***?" Rather the question was: "How many years does it take for a first time college student to graduate from a public college or university in South Carolina if the student goes to school ***full time*** and does not change institutions?"

It is important to realize that several other "types" of students are not counted for the for the purpose of calculating the graduation rate and answering the original question asked in 1992. Some of these types of students are outlined below.

☐ As in the above example, if a student begins as a first time, full time student but drops to part-time status, this student most probably will not graduate in four, five or six years and therefore is not counted as a graduate even though the student, going part time, may actually graduate in eight, nine or ten years

☐ If a first time college student starts at one institution as a full time student (taking at least 12 hours) and then transfers to another institution and graduates from the second institution, this student is counted as a "drop-out" of the first institution and even though the student may graduate from the second institution he or she is not counted in the "graduation rate" of the second institution.

Therefore, transfer students lower the graduation rate of the first institution and do not improve the graduation rate of the second institution. Why? Because the student did not graduate from the institution at which the student started.

The question is NOT, " How many of our first time college students graduate from **ANY** institution in the State *regardless of where they started?"*

☐ In addition, if a student in the "cohort" unfortunately dies during his or her college years, obviously that student can not graduate. Therefore, that student is counted against the institution in figuring the graduation rate. Why? Because once the "cohort count" (or photograph) is taken by all institutions on their scheduled day, the photograph doesn't change. The question is not, *"What happens to each individual student featured in the cohort or 'picture'?"*

Even though "cohort counting" has many imperfections, it can answer (and answer quite well) the question that was originally asked by the Legislature in 1992, namely, "How many years does it take for a first time college student to graduate from a public college or university if the student goes to school full time and does not change institutions.". This is an important question to answer, and one which the colleges and universities, the Legislature and most importantly the public have a right to know.

This "graduation rate", reported in Table 2 of Act 255 of this report, tells us how many years a full-time student who begins college in this State can realistically expect to go to college before finishing a degree at a public four year institution in South Carolina. Just as importantly, it can tell us by comparison, which colleges and universities graduate the most of these full-time first time students. That is important information for the State and for the college or university to know. Why? Because not all colleges and universities consist of the same *type* of student. But if an institution serves first time, full time students, it is important to know some things about that service. How long can that student expect to go to public college X in South Carolina before graduating if the student goes to school full time? How long did it take other students of this same type (first time to college, full time students) to do so? This helps the first time full time going college student (and his/her parents) plan for the financial obligation of college and helps the college determine whether it is offering enough required courses for a student to graduate within a reasonable time frame. It lets the State know what the "reasonable time frame" is considered to be by that institution.

From this "graduation rate" other important questions can be asked and need to be asked by the colleges, the public and the legislature. Questions whose answers may affect how groups of students are taught, how they best learn, and what type of student the institution may serve best. Questions such as:

- "What happens to the students in the cohort that didn't graduate in four, five or six years?"
- "What percent of the students begin at one State institution, transfer to another State institution and graduate from the second institution?"
- "What percent of the students in the cohort changed to part-time students and graduated at a later date?"
- "Why did these full-time students change to part-time and could have the institution affected that decision?"
- "What percent of the cohort 'stopped-out' of college for a year or two and then returned to college and eventually graduated?"
- "What percent of the cohort truly 'dropped-out' of college and didn't return to graduate within some defined years (within ten years, for example,)?"
- And finally, "Of these `drop-outs', what could have the institution done to serve better the needs of these students so they might have stayed in college and been more successful"?

It is important to realize that current South Carolina graduation rate answers only one question, "How many years can a first time, full time college student realistically expect to go a South Carolina public college or university before graduating with a degree from that same institution?" It doesn't tell us how many students who start college at a S.C. public higher education institution graduate from any S.C. institution, and it doesn't tell us whether those students received a quality education. Those questions must continue to be asked and answered.

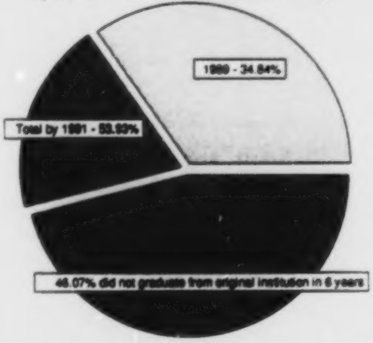
THE SOUTH CAROLINA PUBLIC FOUR-YEAR INSTITUTIONS GRADUATION RATE AND THE QUESTIONS IT ANSWERS

Question: "How many years did it take for a **1985** first-time full-time college student entering a South Carolina college or university* to graduate from that college or university?"

NOTE: The first full-time student entering in 1985 would have graduated in either four years, 1989, or six years, 1991 (the five-year graduation rate was not reported until the 1986 cohort).

Beginning in 1985, Graduating in 1989 and by 1991

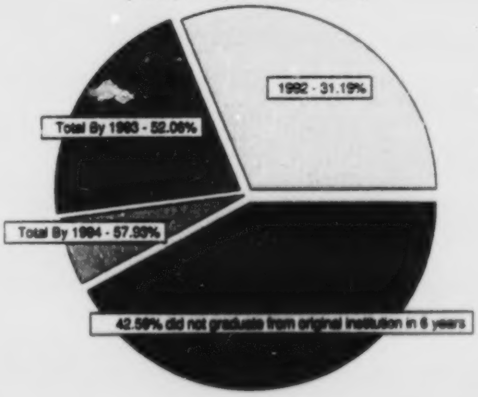
(Four and Six-Year Graduation Rate)



Question: "How many years did it take for a **1988** first-time full-time college student entering a South Carolina college or university to graduate from that college or university?"

Beginning in 1988, Graduating in 1992, 1993, and 1994

(Four, Five, and Six-Years)



THE SOUTHEAST REGION
PROPORTION OF STUDENTS STARTING IN 1988 AND GRADUATING FROM A FOUR-YEAR PUBLIC INSTITUTION

AVAILABLE STATES (SREB, 12/96)

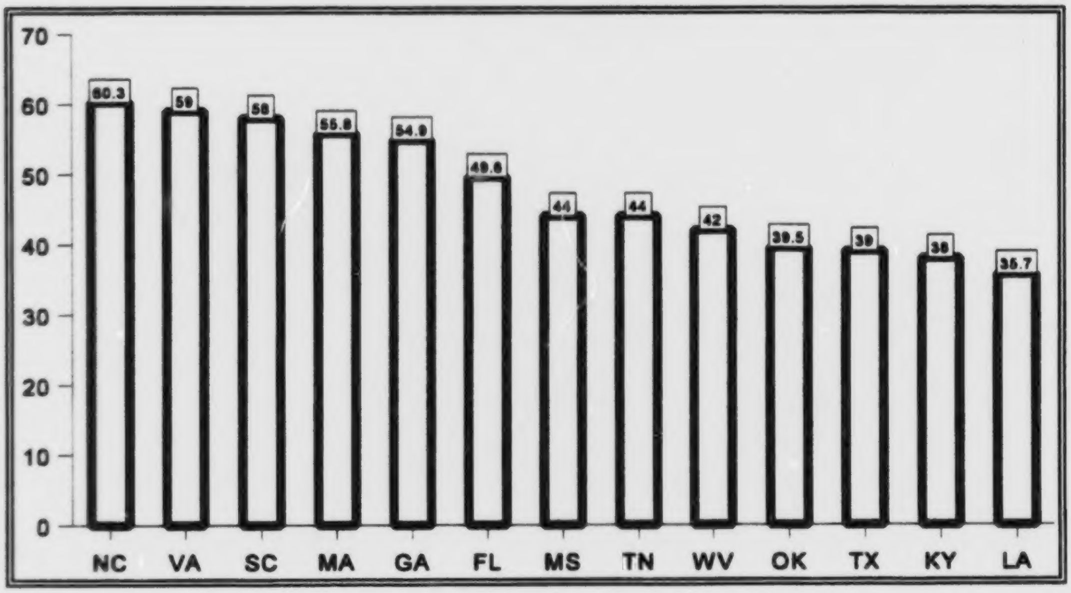


Table 2

Four, five, and six year completion rates for degree programs reflect such things as, the ability of institutions to attract, select, and retain students qualified to succeed in the institution's curriculum and the ability and motivation of students to complete degree requirements within a time frame at that particular institution. Although graduation rates may reflect the quality of the institution and its students, other should be kept in mind when interpreting the meaning of such data. Such factors include the number of students who move between factors full-time and part-time status or who withdraw for personal or financial reasons, the number of students who transfer to other institutions the number of students who are undecided in terms of career plans, and the academic demands and rigor of degree programs. The most recent published national data on retention gathered from over 550 colleges and universities through the American Council on Education-UCLA Cooperative Institutional Research Program (Astin, Kom & Green, 1987) inidicated that the proportion or studentscompleting a bachelor's degree within four years was 31.2% down from 46.7% in 1970. Degree completion rates in public institutions have been found to be substantially lower than those at all types of private institutions.

GRADUATION RATES
PUBLIC SENIOR INSTITUTIONS
Number and Percent of First-Time, Full-Time Freshmen Entering in Fall 1989
and Graduating within Four Years or Less, Five Years or Less, and Six Years or Less

Institution	Fall 1989 Full-Time Cohort	Number Graduating Within 4 Yrs.	Percent Graduating Within 4 Yrs.	Number Graduating Within 5 Yrs.	Percent Graduating Within 5 Yrs.	Number Graduating Within 6 Yrs.	Percent Graduating Within 6 Yrs.
THE CITADEL	478	282	59.00%	334	69.87%	349	73.01%
CLEMSON	2,899	1,134	39.12%	1,953	67.37%	2,097	72.34%
COASTAL CAROLINA	604	91	15.07%	174	28.81%	210	34.77%
COLLEGE OF CHARLESTON	1,253	501	39.98%	622	49.64%	661	52.75%
FRANCIS MARION	811	113	13.93%	271	33.42%	312	38.47%
LANDER	349	78	22.35%	146	41.83%	165	47.28%
SC STATE	916	85	9.28%	274	29.91%	381	41.59%
USC-AIKEN	402	73	18.16%	130	32.34%	158	39.30%
USC-SPARTANBURG	452	78	17.26%	157	34.73%	181	40.04%
USC-COLUMBIA	2,780	910	32.73%	1,594	57.34%	1,726	62.09%
WINTHROP	946	269	28.44%	451	47.67%	487	51.48%
TOTAL	**11,890**	**3,614**	**30.40%**	**6,106**	**51.35%**	**6,727**	**56.58%**

DEFINITIONS:
Cohort-A group of students enrolled for a degree (regular students) who entered an institution for the first time during the same entry period.

Full-Time = Students who are enrolled for 12 hours or more.

South Carolina State Board for Technical & Comprehensive Education
Act 255 Graduation Rate Reporting Supplement

Students who enroll in technical colleges in South Carolina are much like other students across the country who attend two-year colleges. They enroll for a variety of reasons: to gain skills to get a better job, to transfer successfully to a senior college, or to learn information for short- or long-term vocational and educational needs. The goals of students entering two-year colleges may or may not include the completion of academic programs, and, in fact, their stated educational goals are as likely to reflect the need for occupational skills as they are for academic credentials. According to a study of over 22,000 American 1972 high school seniors The Way We Are: The Community College as American Thermometer, by Clifford Adelman (1992), few of these two-year college students ever planned to get associate degrees and only 20 percent of the students actually earned them, even when followed over a 12-year period after high school graduation. As further indication that two-year college students take a long time to graduate, a 1990 historical study of 1,581 graduates from community colleges in Chicago revealed an average time of 6.7 years to program completion from the point of entry, according to a study by the City Colleges of Chicago.

Students who do arrive at today's two-year colleges come with different life situations than students did in the middle decades of this century. Two-year college students of the 1990s are older. They may have families of their own, and the majority of them work. Their full- or part-time enrollment patterns while in college often mirror their ability to gain employment, and they may therefore switch from full-time to part-time and back again depending on their economic needs. Recognizing this important role of work and its influence on technical college student enrollment patterns, a recent ACT report described 58 percent of the students who enter South Carolina two-year colleges as saying their reason for attending was to learn skills to get a new job or to advance in their current job (ACT ASSET Student Descriptive Report, Fall 1992). Consistent with national trends, part-time enrollment in South Carolina's technical college system has grown 119% compared to a 30% growth in full-time enrollment during the last ten years. Indeed, as elsewhere, this pattern has influenced student enrollment and program completion rates significantly. Of those enrolled in technical colleges full-time in fall 1991, 63% changed to part-time at some point with only 37% having remained full-time during their enrollment at a technical college.

Because two-year community and technical colleges are normally open-enrollment colleges, any study of student degree completion rates must include a thorough look at students' academic needs, their educational goals, and their special enrollment needs. In South Carolina, where two-year colleges are legislated as colleges of access to higher education, approximately one-third of the students begin their college experience in developmental education courses. This requirement may add significantly to the completion time for these students in that they must complete the development courses before going on to more difficult college courses. For the fall 1991 cohort of students enrolled full-time in technical colleges, students who required no developmental courses during the first term graduated at almost twice the rate of those requiring developmental coursework in preparation for their respective area of study.

Other student activities can slow the rate of program completion within prescribed time periods. Technical college students may be enrolled in cooperative education opportunities which may lengthen college program completion rates. Some students enter college but delay entry into a specific program, as is often the case with nursing and health science program students. In addition, some students are active duty military personnel who may be transferred or be deployed in ways that delay completion of their educational goals.

The impact of student goals, as indicated, can also greatly influence the completion rates of students. For example, 25 percent of the students who enter South Carolina technical colleges do so with the intention of transferring to senior colleges. A significant number of these students do transfer prior to receiving an associate degree. Based on a limited analysis within the scope of this supplemental report, over 400 of the non-returning, non-graduating technical college students identified in the original 1991 cohort have been determined to be enrolled at public senior institutions in South Carolina. Technical colleges are now studying student goals carefully so that they can not only provide appropriate academic and career counseling to students but also provide more comprehensive information on the degree to which students meet stated goals, regardless of their intent to graduate.

The rate at which students complete their programs and educational objectives are of great importance to faculty and staff in South Carolina Technical Colleges. A recent analysis of technical college annual institutional effectiveness reports has indicated that all technical colleges are closely monitoring student retention and have instituted programs designed to enhance student success and retention. Such programs include career counseling, special tutoring and supplemental instruction programs, personal counseling, improved developmental instructional programs, and early alert support services designed to help students who may be thinking of withdrawing from college. The State Board for Technical and Comprehensive Education and the sixteen technical colleges are committed to student success and will continue support of these important college programs.

Submitted to CHE June, 1995

Table 2 (continued)

GRADUATION RATES
PUBLIC TECHNICAL COLLEGES

Number and Percent of First-Time, Full-Time Freshmen Entering in Fall 1992 and Graduating within Three Years

Technical College:	Fall 1992 Full-Time Cohort	Number Graduating Within 3 Yrs.	Percent Graduating Within 3 Yrs.
AIKEN	267	40	15%
CENTRAL CAROLINA	278	46	17%
CHESTERFIELD MARLBORO	101	18	18%
DENMARK	205	47	23%
FLORENCE DARLINGTON	418	71	17%
GREENVILLE	730	140	19%
HORRY GEORGETOWN	382	80	21%
MIDLANDS	760	102	13%
ORANGEBURG CALHOUN	365	113	31%
PIEDMONT	322	99	31%
SPARTANBURG	337	87	26%
T.C. OF THE LOWCOUNTRY	96	15	16%
TRI-COUNTY	501	104	21%
TRIDENT	511	85	17%
WILLIAMSBURG	39	10	26%
YORK	462	103	22%
TOTAL	**5,774**	**1,160**	**20%**

Table 2A

The Southern Regional Education Board has provided the South Carolina Commission on Higher Education with six year graduation rates for public senior institutions in thirteen of its member states. The date of the entering freshmen cohort varies; other variations in the cohorts and their tracking may also exist. South Carolina graduation rates has consistently ranked in the top five of the thirteen southern states which report.

STATE	YEAR OF ENTRY	COHORT	RATE	GRADUATED FROM
Alabama	Data not available.	Data not available.	-	Data not available.
Arkansas	Data not available.	Data not available.	-	Data not available.
Florida	1985	First-time in College.	49.6%	Any institution in the state university system.
Georgia	1986	Entering freshmen	54.9%	Any public four-year institution in the state.
Kentucky	1987	Entering freshmen	46.7%	Any public four-year institution in the state.
Louisiana	1987	Entering freshmen	35.7%	Any public four-year institution in the state.
Maryland	1986	Entering fresmen	55.8%	Any public four-year institution in the state.
Mississippi	1986	Entering freshmen	44.0%	Any public four-year institution in the state.
North Carolina	1987	Entering freshmen	60.3%	Any public four-year institution in the state.
Oklahoma	1985-86	Entering freshmen	39.5%	Any public four-year institution in the state.
South Carolina	1987	First-time, full-time freshmen	55.5%	Any public four-year institution in the state.
Tennessee	1985	Entering freshmen	41.9%	Any public four-year institution in the state.
Texas	1986	Entering freshmen and transfers	30.6%	Data not available.
Virginia	1985	First-time freshmen	58.2%	Institution originally entered.
West Virginia	1987	Entering full-time freshmen	41.0%	Any public four-year institution in the state.

SOURCE: Compiled by Joe Creech from 1991 and 1993 Survey of SHEEOs in SREB states for Educational Benchmarks 1994.

Table 3

LOWER DIVISION INSTRUCTIONAL COURSES (SECTIONS)
Fall 1995

Institutional Type / Name	Total Lower Division Sections	Number Taught by: *Faculty* Full Time	Number Taught by: *Faculty* Part Time	Number Taught by: *Graduate Assistants*	Percent Taught by: *Faculty* Full Time	Percent Taught by: *Faculty* Part Time	Percent Taught by: *Graduate Assistants*
Research Universities							
Clemson	1,344	1,017	132	195	75.7%	9.8%	14.5%
Med U SC	NA	NA	NA	NA	NA	NA	NA
USC-Columbia	1,415	1,045	92	278	73.9%	6.5%	19.6%
Group Totals/Averages	**2,759**	**2,062**	**224**	**473**	**74.7%**	**8.1%**	**17.1%**
Senior Colleges & Comprehensive Teaching Universities							
Citadel	395	332	63	0	84.1%	15.9%	0.0%
Coastal Carolina U	565	382	183	0	67.6%	32.4%	0.0%
C of Charleston	1,194	897	249	0	75.1%	20.9%	0.0%
Francis Marion U	537	456	81	0	84.9%	15.1%	0.0%
Lander U	367	300	67	0	81.7%	18.3%	0.0%
SC State U	616	572	44	0	92.9%	7.1%	0.0%
USC-Aiken	347	274	73	0	79.0%	21.0%	0.0%
USC-Spartanburg	389	264	125	0	67.9%	32.1%	0.0%
Winthrop U	575	425	150	0	73.9%	26.1%	0.0%
Group Totals/Averages	**4,985**	**3,902**	**1,035**	**0**	**78.3%**	**20.8%**	**0.0%**
Two-Year Campuses							
USC-Beaufort	152	95	57	0	62.5%	37.5%	0.0%
USC-Lancaster	192	149	43	0	77.6%	22.4%	0.0%
USC-Salkehatchie	136	97	39	0	71.3%	28.7%	0.0%
USC-Sumter	235	142	93	0	60.4%	39.6%	0.0%
USC-Union	64	33	31	0	51.6%	48.4%	0.0%
Group Totals/Averages	**779**	**516**	**263**	**0**	**66.2%**	**33.8%**	**0.0%**

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Table 3 (continued)

LOWER DIVISION INSTRUCTIONAL COURSES (SECTIONS)
Fall 1995

Institution Type / Name	**Total Lower Division Sections**	**Number Taught by:** *Faculty* Full Time	Part Time	*Graduate Assistants*	**Percent Taught by:** *Faculty* Full Time	Part Time	*Graduate Assistants*
Technical Colleges							
Aiken	395	255	142	0	64.6%	35.9%	0.0%
Central Carolina	366	181	185	0	49.5%	50.5%	0.0%
Chesterfield-Marlboro	212	140	72	0	66.0%	34.0%	0.0%
Denmark	270	221	49	0	81.9%	18.1%	0.0%
Florence-Darlington	606	469	137	0	77.4%	22.6%	0.0%
Greenville	1,263	805	458	0	63.7%	36.3%	0.0%
Horry-Georgetown	639	377	262	0	59.0%	41.0%	0.0%
Midlands	1,609	776	834	0	48.2%	51.8%	0.0%
Orangeburg-Calhoun	373	283	90	0	75.9%	24.1%	0.0%
Piedmont	794	500	294	0	63.0%	37.0%	0.0%
Spartanburg	575	449	126	0	78.1%	21.9%	0.0%
T.C. Lowcountry	245	202	43	0	82.4%	17.6%	0.0%
Tri-County	583	283	300	0	48.5%	51.5%	0.0%
Trident	1,509	974	535	0	64.5%	35.5%	0.0%
Williamsburg	132	59	73	0	44.7%	55.3%	0.0%
York	623	412	211	0	66.1%	33.9%	0.0%
Group Totals/Averages	**10,194**	**6,386**	**3,811**	**0**	**62.6%**	**37.4%**	**0.0%**

Corrected 1/24/97

Table 4

Students are usually enrolled in developmental courses because they have been determined by the institution to lack certain skills that are needed for college level work. While various institutions use different placement tests, those with lower admissions standards typically have higher numbers of students taking developmental courses. The Medical University of South Carolina does not provide such courses. Other public institutions generally offer from one to three courses in such areas as written composition, reading, and mathematics. During the period for which the data in this table were collected, several senior institutions contracted with a nearby technical college to offer some developmental courses; students who complete such courses at technical colleges are not included in this report. Additional senior institutions are considering using a similar contract approach. Further information on placement and developmental education at individual institutions may be found under items 6 and/or 8 of their individual summaries.

SUCCESS OF STUDENTS IN DEVELOPMENTAL COURSES

Based on first-time, full-time Freshmen, Fall 1994, and those completing an entry level course by the end of Spring term, 1996.

Institutional Type / Name	**INDIVIDUAL STUDENTS:***			**COURSE REGISTRATIONS:****		
	Total Freshmen	*# Taking at least one dev course*	*% Taking at least one dev course*	*# Exiting all Dev Courses*	*# Completing appropriate entry-level course*	*% Completing appropriate entry-level course*
Research Universities						
Clemson	2,565	0	0.0%	0	0	0.0%
Med U SC	NA	NA	NA	NA	NA	NA
USC-Columbia	2,347	33	1.4%	25	13	52.0%
Group Total	**4,912**	**33**	**0.7%**	**25**	**13**	**52.0%**
Senior Colleges & Comprehensive Teaching Universities						
Citadel	481	10	2.1%	8	7	87.5%
Coastal Carolina U	697	186	26.7%	151	131	86.8%
C of Charleston	1,339	146	10.9%	108	103	95.4%
Francis Marion U	790	88	11.1%	103	66	64.1%
Lander U	484	164	33.9%	174	137	78.7%
SC State U	609	416	68.3%	407	327	80.3%
USC-Aiken	360	248	68.9%	166	117	70.5%
USC-Spartanburg	387	259	67.0%	221	135	61.0%
Winthrop U	725	47	6.5%	45	42	93.3%
Group Total	**5,872**	**1,564**	**26.6%**	**1,383**	**1,065**	**77.0%**
STATE TOTAL	10,784	1,597	14.8%	1,408	1,078	76.6%

* Data in these three columns refer to individual students who were required to take at least one developmental course.

** Data in these three columns refer to numbers of course registrations. Many students enroll in more than one remedial or developmental course.

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Table 5

This report summarizes the number and percentage of degree-seeking upper division undergraduate and graduate students who receive funding through grant monies and thus participated in sponsored research activities. It should be noted that the many students who participate in non-sponsored research, and in externally funded projects which are not classified as research, are not reflected in the data presented below.

STUDENTS PARTICIPATING IN SPONSORED RESEARCH
Fall 1995

Institutional Type / Name	**UPPER DIVISION STUDENTS** *Number Enrolled*	*Participating in Research* Number	Percent	**GRADUATE STUDENTS** *Number Enrolled*	*Participating in Research* Number	Percent
Research Universities						
Clemson	6,619	227	3.4%	3,776	610	16.2%
Med U SC	943	18	1.9%	1,417	90	6.4%
USC-Columbia	7,748	53	0.7%	10,431	513	4.9%
Group Totals	**15,310**	**298**	**1.9%**	**15,624**	**1,213**	**7.8%**
Senior Colleges & Comprehensive Teaching Universities						
Citadel	991	10	1.0%	2,156	14	0.6%
Coastal Carolina U	1,391	11	0.8%	268	0	0.0%
C of Charleston	3,220	28	0.9%	1,955	12	0.6%
Francis Marion U	1,458	0	0.0%	418	0	0.0%
Lander U	1,005	0	0.0%	242	0	0.0%
SC State U	1,891	67	3.5%	864	57	6.6%
USC-Aiken	1,244	10	0.8%	33	0	0.0%
USC-Spartanburg	1,477	7	0.5%	145	0	0.0%
Winthrop U	1,846	0	0.0%	1,175	0	0.0%
Group Totals	**14,523**	**133**	**0.9%**	**7,256**	**83**	**1.1%**

TABLE 6A, 6B, AND 6C

PLACEMENT DATA

NOT REQUIRED THIS REPORTING CYCLE.
NEXT REPORT DUE IN 1997

TABLE 7A

PERCENT CHANGE (BY RACE) IN STUDENTS ENROLLED, FALL 1991 COMPARED WITH FALL 1995

INSTITUTION	HEADCOUNT ENROLLMENT FALL 1991				HEADCOUNT ENROLLMENT FALL 1995				PERCENT CHANGE FROM FALL 1991 TO FALL 1995			
	BLACK	WHITE	OTHER*	TOTAL	BLACK	WHITE	OTHER*	TOTAL	% CHANGE BLACK	% CHANGE WHITE	% CHANGE OTHER*	% CHANGE TOTAL
THE CITADEL	282	3,279	118	3,679	509	3,672	135	4,316	80.5%	12.0%	14.4%	17.3%
CLEMSON	1,240	14,988	1,067	17,295	1,258	13,813	1,247	16,318	1.5%	-7.8%	16.9%	-5.6%
COASTAL CAROLINA	288	3,566	129	3,983	404	3,876	188	4,468	40.3%	8.7%	45.7%	12.2%
COLLEGE OF CHARLESTON	593	7,883	305	8,781	904	9,182	451	10,537	52.4%	16.5%	47.9%	20.0%
FRANCIS MARION	608	3,238	57	3,903	945	2,788	103	3,836	55.4%	-13.9%	80.7%	-1.7%
LANDER	405	2,236	52	2,693	521	2,192	67	2,780	28.6%	-2.0%	28.8%	3.2%
MUSC**	149	2,368	188	2,705	187	1,898	171	2,256	25.5%	-19.8%	-9.0%	-16.6%
SC STATE	4,824	299	22	5,145	4,593	367	33	4,993	-4.8%	22.7%	50.0%	-3.0%
USC-AIKEN	454	2,583	71	3,108	538	2,613	105	3,256	18.5%	1.2%	47.9%	4.8%
USC-COLUMBIA	3,298	20,961	1,874	26,133	3,946	20,337	2,063	26,346	19.6%	-3.0%	10.1%	0.8%
USC-SPARTANBURG	327	3,110	88	3,525	469	2,799	131	3,399	43.4%	-10.0%	48.9%	-3.6%
WINTHROP	773	4,064	181	5,018	1,050	4,013	245	5,308	35.8%	-1.3%	35.4%	5.8%
TOTAL PUBLIC SENIOR	**13,241**	**68,575**	**4,152**	**85,968**	**15,324**	**67,550**	**4,939**	**87,813**	**15.7%**	**-1.5%**	**19.0%**	**2.1%**
USC-BEAUFORT	158	821	44	1,023	188	880	79	1,147	19.0%	7.2%	79.5%	12.1%
USC-LANCASTER	105	926	8	1,039	185	956	11	1,152	76.2%	3.2%	37.5%	10.9%
USC-SALKEHATCHIE	353	575	7	935	326	556	11	893	-7.6%	-3.3%	57.1%	-4.5%
USC-SUMTER	291	1,263	66	1,620	257	1,064	75	1,396	-11.7%	-15.8%	13.6%	-13.8%
USC-UNION	68	321	4	393	58	310	4	372	-14.7%	-3.4%	0.0%	-5.3%
TOTAL USC TWO-YEAR	**975**	**3,906**	**129**	**5,010**	**1,014**	**3,766**	**180**	**4,960**	**4.0%**	**-3.6%**	**39.5%**	**-1.0%**
AIKEN T.C.	738	1,395	54	2,187	690	1,466	104	2,260	-6.5%	5.1%	92.6%	3.3%
CENTRAL CAROLINA T.C.	860	1,339	57	2,256	801	1,308	100	2,207	-6.9%	-2.5%	75.4%	-2.2%
CHESTERFIELD-MARLBORO T.C.	268	683	13	964	344	660	26	1,030	28.4%	-3.4%	100.0%	6.8%
DENMARK T.C.	695	28	2	725	760	78	4	842	9.4%	178.6%	100.0%	16.1%
FLORENCE-DARLINGTON T.C.	701	1,838	71	2,610	968	2,107	46	3,121	38.1%	14.6%	-35.2%	19.6%
GREENVILLE T.C.	1,117	7,205	174	8,496	1,241	6,695	291	8,227	11.1%	-7.1%	67.2%	-3.2%
HORRY-GEORGETOWN T.C.	354	1,893	47	2,294	510	2,520	136	3,166	44.1%	33.1%	189.4%	38.0%
MIDLANDS T.C.	2,374	5,744	227	8,345	3,157	6,301	455	9,913	33.0%	9.7%	100.4%	18.8%
ORANGEBURG-CALHOUN T.C.	792	1,000	12	1,804	765	922	29	1,716	-3.4%	-7.8%	141.7%	-4.9%
PIEDMONT T.C.	648	1,626	13	2,287	975	2,132	40	3,147	50.5%	31.1%	207.7%	37.6%
SPARTANBURG T.C.	407	2,058	43	2,508	521	1,962	64	2,547	28.0%	-4.7%	48.8%	1.6%
T.C. OF THE LOW COUNTRY	442	777	42	1,261	491	810	81	1,382	11.1%	4.2%	92.9%	9.6%
TRI-COUNTY T.C.	329	2,631	59	3,019	325	2,688	102	3,115	-1.2%	2.2%	72.9%	3.2%
TRIDENT T.C.	1,462	6,195	355	8,012	1,978	6,829	485	9,292	35.3%	10.2%	36.6%	16.0%
WILLIAMSBURG T.C.	241	270	4	515	340	278	8	626	41.1%	3.0%	100.0%	21.6%
YORK T.C.	503	2,349	37	2,889	633	2,604	105	3,342	25.8%	10.9%	183.8%	15.7%
TOTAL TECHNICAL COLLEGES	**11,931**	**37,031**	**1,210**	**50,172**	**14,499**	**39,358**	**2,076**	**55,933**	**21.5%**	**6.3%**	**71.6%**	**11.5%**
GRAND TOTAL	**26,147**	**109,512**	**5,491**	**141,150**	**30,837**	**110,674**	**7,195**	**146,706**	**17.9%**	**1.1%**	**31.0%**	**5.4%**

* Includes Non-Residents Aliens and persons of American Indian or Alaskan Native, Asian or Pacific Islander, or Hispanic racial/ethnic designations

** Excludes medical and dental residents and interns

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TABLE 7B

NUMBER OF STUDENTS ENROLLED - FALL 1991	UNDERGRADUATE LEVEL				GRADUATE & 1ST PROF. LEVEL				TOTAL			
INSTITUTION	BLACK	WHITE	OTHER*	TOTAL	BLACK	WHITE	OTHER*	TOTAL	BLACK	WHITE	OTHER*	TOTAL ALL STUDENTS
THE CITADEL	165	2,009	98	2,272	117	1,270	20	1,407	282	3,279	118	3,679
CLEMSON	1,052	11,899	334	13,285	188	3,089	733	4,010	1,240	14,988	1,067	17,295
COASTAL CAROLINA	288	3,566	129	3,983					288	3,566	129	3,983
COLLEGE OF CHARLESTON	485	6,737	291	7,513	108	1,146	14	1,268	593	7,883	305	8,781
FRANCIS MARION	578	3,035	53	3,666	30	203	4	237	608	3,238	57	3,903
LANDER	333	1,854	52	2,239	72	382	0	454	405	2,236	52	2,693
MUSC**	97	934	41	1,072	52	1,434	147	1,633	149	2,368	188	2,705
SC STATE	4,547	212	18	4,777	277	87	4	368	4,824	299	22	5,145
USC-AIKEN	454	2,583	71	3,108					454	2,583	71	3,108
USC-COLUMBIA	2,401	12,881	777	16,059	897	8,080	1,097	10,074	3,298	20,961	1,874	26,133
USC-SPARTANBURG	327	3,110	88	3,525					327	3,110	88	3,525
WINTHROP	697	3,255	142	4,094	76	809	39	924	773	4,064	181	5,018
TOTAL PUBLIC SENIOR	11,424	52,075	2,094	65,593	1,817	16,500	2,058	20,375	13,241	68,575	4,152	85,968
USC-BEAUFORT	158	821	44	1,023					158	821	44	1,023
USC-LANCASTER	105	926	8	1,039					105	926	8	1,039
USC-SALKEHATCHIE	353	575	7	935					353	575	7	935
USC-SUMTER	291	1,263	66	1,620					291	1,263	66	1,620
USC-UNION	68	321	4	393					68	321	4	393
TOTAL USC TWO-YEAR	975	3,906	129	5,010					975	3,906	129	5,010
AIKEN T.C.	738	1,395	54	2,187					738	1,395	54	2,187
CENTRAL CAROLINA T.C.	860	1,339	57	2,256					860	1,339	57	2,256
CHESTERFIELD-MARLBORO T.C.	268	683	13	964					268	683	13	964
DENMARK T.C.	695	28	2	725					695	28	2	725
FLORENCE-DARLINGTON T.C.	701	1,838	71	2,610					701	1,838	71	2,610
GREENVILLE T.C.	1,117	7,205	174	8,496					1,117	7,205	174	8,496
HORRY-GEORGETOWN T.C.	354	1,893	47	2,294					354	1,893	47	2,294
MIDLANDS T.C.	2,374	5,744	227	8,345					2,374	5,744	227	8,345
ORANGEBURG-CALHOUN T.C.	792	1,000	12	1,804					792	1,000	12	1,804
PIEDMONT T.C.	648	1,626	13	2,287					648	1,626	13	2,287
SPARTANBURG T.C.	407	2,058	43	2,508					407	2,058	43	2,508
T.C. OF THE LOW COUNTRY	442	777	42	1,261					442	777	42	1,261
TRI-COUNTY T.C.	329	2,631	59	3,019					329	2,631	59	3,019
TRIDENT T.C.	1,462	6,195	355	8,012					1,462	6,195	355	8,012
WILLIAMSBURG T.C.	241	270	4	515					241	270	4	515
YORK T.C.	503	2,349	37	2,889					503	2,349	37	2,889
TOTAL TECHNICAL COLLEGES	11,931	37,031	1,210	50,172					11,931	37,031	1,210	50,172
GRAND TOTAL	24,330	93,012	3,433	120,775	1,817	16,500	2,058	20,375	26,147	109,512	5,491	141,150

* Includes Non-Residents Aliens and persons of American Indian or Alaskan Native, Asian or Pacific Islander, or Hispanic racial/ethnic designations

** Excludes medical and dental residents and interns

Corrected 1/24/97

TABLE 7C

INSTITUTION	UNDERGRADUATE LEVEL				GRADUATE & 1ST PROF. LEVEL				TOTAL			
	BLACK	WHITE	OTHER*	TOTAL	BLACK	WHITE	OTHER*	TOTAL	BLACK	WHITE	OTHER*	TOTAL ALL STUDENTS
THE CITADEL	181	1,867	112	2,160	328	1,805	23	2,156	509	3,672	135	4,316
CLEMSON	1,044	11,008	490	12,542	196	2,805	775	3,776	1,240	13,813	1,265	16,318
COLLEGE OF CHARLESTON	652	7,511	419	8,582	252	1,671	32	1,955	904	9,182	451	10,537
FRANCIS MARION	864	2,458	96	3,418	81	330	7	418	945	2,788	103	3,836
LANDER	500	1,973	65	2,538	21	219	2	242	521	2,192	67	2,780
MUSC**	61	737	41	839	110	1,161	146	1,417	171	1,898	187	2,256
SC STATE	3,971	142	16	4,129	622	225	17	864	4,593	367	33	4,993
COASTAL CAROLINA	371	3,646	183	4,200	33	230	5	268	404	3,876	188	4,468
USC-AIKEN	533	2,585	105	3,223	5	28	0	33	538	2,613	105	3,256
USC-SPARTANBURG	457	2,666	131	3,254	12	133	0	145	469	2,799	131	3,399
USC-COLUMBIA	2,848	11,991	1,076	15,915	1,098	8,346	987	10,431	3,946	20,337	2,063	26,346
WINTHROP	889	3,062	182	4,133	161	951	63	1,175	1,050	4,013	245	5,308
TOTAL PUBLIC SENIOR	**12,371**	**49,646**	**2,916**	**64,933**	**2,919**	**17,904**	**2,057**	**22,880**	**15,290**	**67,550**	**4,973**	**87,813**
USC-BEAUFORT	188	880	79	1,147					188	880	79	1,147
USC-LANCASTER	185	956	11	1,152					185	956	11	1,152
USC-SALKEHATCHIE	326	556	11	893					326	556	11	893
USC-SUMTER	257	1,064	75	1,396					257	1,064	75	1,396
USC-UNION	58	310	4	372					58	310	4	372
TOTAL USC TWO-YEAR	**1,014**	**3,766**	**180**	**4,960**					**1,014**	**3,766**	**180**	**4,960**
AIKEN T.C.	690	1,466	104	2,260					690	1,466	104	2,260
T.C. OF THE LOW COUNTRY	801	1,306	100	2,207					801	1,306	100	2,207
CHESTERFIELD-MARLBORO T.C.	344	660	26	1,030					344	660	26	1,030
DENMARK T.C.	760	78	4	842					760	78	4	842
FLORENCE-DARLINGTON T.C.	968	2,107	46	3,121					968	2,107	46	3,121
GREENVILLE T.C.	1,241	6,695	291	8,227					1,241	6,695	291	8,227
HORRY-GEORGETOWN T.C.	510	2,520	136	3,166					510	2,520	136	3,166
MIDLANDS T.C.	3,157	6,301	455	9,913					3,157	6,301	455	9,913
ORANGEBURG-CLAHOUN T.C.	765	922	29	1,716					765	922	29	1,716
PIEDMONT T.C.	975	2,132	40	3,147					975	2,132	40	3,147
SPARTANBURG T.C.	521	1,962	64	2,547					521	1,962	64	2,547
CENTRAL CAROLINA T.C.	491	810	81	1,382					491	810	81	1,382
TRI-COUNTY T.C.	325	2,688	102	3,115					325	2,688	102	3,115
TRIDENT T.C.	1,978	6,829	485	9,292					1,978	6,829	485	9,292
WILLIAMSBURG T.C.	340	278	8	626					340	278	8	626
YORK T.C.	633	2,604	105	3,342					633	2,604	105	3,342
TOTAL TECHNICAL COLLEGES	**14,499**	**39,358**	**2,076**	**55,933**					**14,499**	**39,358**	**2,076**	**55,933**
GRAND TOTAL	**27,884**	**92,770**	**5,172**	**125,826**	**2,919**	**17,904**	**2,057**	**22,880**	**30,803**	**110,674**	**7,229**	**148,706**

* Includes Non-Residents Aliens and persons of American Indian or Alaskan Native, Asian or Pacific Islander, or Hispanic racial/ethnic designations

** Excludes medical and dental residents and interns

Table 8

SOURCES OF UNDERGRADUATE DEGREES:
FIRST-TIME, DEGREE-SEEKING GRADUATE STUDENTS
Fall 1995

Institutional Type / Name	Number Enrolled	Received undergraduate degree from: Reporting Institution		Other SC Institution		Other U.S. Institution		Non-U. S. Institution	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Research Universities									
Clemson	1,118	202	18.1%	170	15.2%	420	37.6%	128	11.4%
Med U SC	129	2	1.6%	33	25.6%	86	[illegible].7%	8	6.2%
USC-Columbia	1,125	16	1.4%	113	10.0%	865	76.7%	111	9.9%
Group Totals/Averages	**2,372**	**220**	**9.3%**	**316**	**13.3%**	**1371**	**57.8%**	**247**	**10.4%**
Senior Colleges & Comprehensive Teaching Universities									
Citadel	208	22	10.6%	93	44.7%	66	31.7%	1	0.5%
Coastal Carolina	13	0	0.0%	6	46.2%	4	30.8%	0	0.0%
C of Charleston	66	11	16.7%	18	27.3%	34	51.5%	3	4.5%
Francis Marion U	100	30	30.0%	47	47.0%	23	23.0%	0	0.0%
Lander U	27	14	51.9%	7	25.9%	6	22.2%	0	0.0%
SC State U	30	4	13.3%	14	46.7%	11	36.7%	0	0.0%
USC-Aiken	7	0	0.0%	2	28.6%	5	71.4%	0	0.0%
USC-Spartanburg	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Winthrop U	201	56	27.9%	60	29.9%	74	36.8%	5	2.5%
Group Totals/Averages	**652**	**137**	**21.0%**	**247**	**37.9%**	**223**	**34.2%**	**9**	**1.4%**

Table 9

FIRST-TIME, FULL-TIME UNDERGRADUATE TRANSFERS FALL 1995					
FIRST-TIME FULL-TIME UNDERGRADUATE TRANSFERS	TO 4-YEAR PUBLIC INSTITUTIONS	TO 2-YEAR PUBLIC INSTITUTIONS	TO 4-YEAR PRIVATE INSTITUTIONS	TO 2-YEAR PRIVATE INSTITUTIONS	TOTAL
FROM 4-YEAR PUBLIC INST.	704	593	175	6	1,478
FROM 2-YEAR PUBLIC INST.	1,132	369	464	26	1,991
FROM 4-YEAR PRIVATE INST.	316	142	126	8	592
FROM 2-YEAR PRIVATE INST.	98	32	54	0	184
TOTAL	**2,250**	**1,136**	**819**	**40**	**4,245**

SOURCE: FALL 1995 ENROLLMENT, MIGRATION OF FIRST-TIME UNDERGRADUATE TRANSFERS

* THE USC-SYSTEM DID NOT REPORT TRANSFERS AMONG ITS INSTITUTIONS.

Table 10

RESULTS OF PROFESSIONAL EXAMINATIONS

This report summarizes the performance of graduates and/or prospective graduates on professional and certification examinations. These mostly multiple choice format examinations are designed to measure minimum knowledge necessary to practice in the designated profession. Additional information can be found under item 3 of some institutions' summary reports.

Exam Title Institution Type Name of Institution	Date Taken: Year	Month	Number Tested	Number Passing	Percent Passing	National % Passing	State % Passing
Aircraft Maintenance-Airframe							
Technical Colleges							
Greenville	95		3	3	100		
Greenville	94		5	5	100		
Greenville	94	3	2	1	50		
Greenville	93	12	1	1	100	93	
Greenville	93	6	3	3	100	93	
Aircraft Maintenance-General							
Technical Colleges							
Florence-Darlington	95		1	1	100		
Florence-Darlington	94		10	10	100	92	
Florence-Darlington	93		8	8	100	96	
Greenville	95		4	3	75		
Greenville	94		6	6	100	92	
Greenville	94	3	3	3	100		
Greenville	93	12	1	1	100	96	
Greenville	93	6	3	3	100	96	
Aircraft Maintenance-Powerplant							
Technical Colleges							
Greenville	94		8	8	100		
Greenville	94	3	2	2	100		
Greenville	93	12	3	3	100	93	
Greenville	93	9	5	5	100	93	
Barbering							
Technical Colleges							
Denmark	95		6	6	100		
Denmark	94		4	4	100		
Denmark	93		4	4	100		
Certified Nurse Midwife							
Research Universities							
MUSC	95	6	7	7	100		
MUSC	94	6	5	5	100	94	
MUSC	94	5	10	10	100	95	
Cosmetology							
Technical Colleges							
Denmark	95		4	3	75		
Denmark	94		6	5	83		
Denmark	93		11	11	100		
T C Lowcountry	95	5	14	14	100		
T C Lowcountry	95		16	16	100		
T C Lowcountry	94		12	12	100		

Table 10 (cont.) Page 2

Exam Title Institution Type Name of Institution	Date Taken: Year	Month	Number Tested	Number Passing	Percent Passing	National % Passing	State % Passing
Cytotechnology							
Research Universities							
MUSC	95	8	11	11	100	90	
MUSC	94	8	12	12	100	91	
MUSC	93	8	10	10	100	90	
Dental Assisting							
Technical Colleges							
Florence-Darlington	96	9	8	7	88	77	
Florence-Darlington	95	8	16	11	69	75	77
Florence-Darlington	94	8	6	3	50	70	
Midlands	95	8	13	13	100	75	77
Midlands	94	8	8	8	100	67	
Midlands	94	2	1	1	100	67	
Midlands	93	8	10	8	80	66	
Spartanburg	95	8	10	10	100	75	77
Spartanburg	94	8	9	9	100	67	
Spartanburg	93	8	8	5	63	66	
Tri-County	95	8	14	11	79	75	
Tri-County	94	8	11	11	100	67	
Tri-County	93	8	13	11	85	66	
Trident	95	10	1	1	100	75	77
Trident	95	8	11	11	100	75	77
Trident	94	8	17	16	94		
Trident	93	8	12	7	58	66	
Dental Hygiene National Exam							
Technical Colleges							
Florence-Darlington	95	3	17	16	94	97	
Florence-Darlington	94	3	12	11	92	94	
Florence-Darlington	93	3	12	12	100	88	
Greenville	95	12	23	22	96	87	
Greenville	95	4	12	12	100	97	
Greenville	94	12	17	15	88	96	
Greenville	93	12	29	29	100	88.4	
Greenville	93	3	12	12	100		
Midlands	96	4	22	22	100	93	
Midlands	95	4	22	22	100	97	
Midlands	94	3	21	21	100	97.1	
Midlands	93	3	17	17	100		
Trident	96	4	19	19	100	93	
Trident	95	4	17	17	100	97	
Trident	94	5	17	17	100	94	
Trident	93	5	20	20	100		
York	94	3	13	11	85	94	

Institution Type Name of Institution	Date Taken: Year	Month	Number Tested	Number Passing	Percent Passing	National % Passing	State % Passing
Dental Hygiene State Exam							
Technical Colleges							
Florence-Darlington	96	6	13	12	92		
Florence-Darlington	95	5	16	15	94		
Florence-Darlington	94	5	11	11	100		
Florence-Darlington	93	5	12	12	100		
Greenville	96	3	16	16	100		
Greenville	95	5	11	11	100		90
Greenville	95	3	15	15	100		96
Greenville	94	5	2	2	100		94
Greenville	94	2	26	24	92		91
Greenville	93	5	9	8	89		92.7
Greenville	93	2	11	11	100		100
Midlands	95	5	20	20	100		90
Midlands	95	3	1	1	100		96
Midlands	94	5	21	20	95		94
Midlands	94	2	2	2	100		91
Midlands	93	5	15	14	93		94
Midlands	93	2	2	2	100		
York	95	1	11	10	91		
York	94	5	11	10	91		94
Dentistry National Board Part I							
Research Universities							
MUSC	95	12	7	7	100	91	
MUSC	95	7	46	43	93	89	
MUSC	94	12	3	3	100	85	
MUSC	94	7	43	41	95	85	
MUSC	93	7	43	40	93	90.2	
Dentistry National Board Part II							
Research Universities							
MUSC	96	3	5	4	80		
MUSC	95	12	45	41	91	88	
MUSC	95	3	1	1	100	93	100
MUSC	94	12	43	42	98	93	98
MUSC	93	12	47	42	89	89.8	
MUSC	93	3	1	1	100		100
Emergency Medical Technician - Advanced							
Technical Colleges							
Greenville	95	4	11	8	73	62	
Greenville	94	3	10	10	100		
Greenville	93	7	5	2	40	69	
Greenville	93	4	12	11	92		
Emergency Medical Technician - Intermediate							
Technical Colleges							
Greenville	95	4	14	13	93	69	
Greenville	94	4	19	18	95		
Greenville	93	5	24	23	96	63	

Table 10 (cont.) Page 4

Exam Title Institution Type Name of Institution	Date Taken: Year	Month	Number Tested	Number Passing	Percent Passing	National % Passing	State % Passing
Emergency Medical Technician - Basic							
Technical Colleges							
Greenville	95	12	22	21	95	100	
Greenville	94	12	12	7	58	75	
Greenville	93	12	22	17	77	72	
Extracorporeal Technology							
Research Universities							
MUSC	96	4	10	9	90		
MUSC	95	4	9	5	56	68	56
MUSC	94	2	11	11	100	80	100
MUSC	93	2	9	9	100	79	
Health Information Management							
Research Universities							
MUSC	95	10	15	14	93		
MUSC	94	10	12	12	100	73	
MUSC	93	10	21	19	91	75	
Technical Colleges							
Florence-Darlington	95	10	6	2	33		
Florence-Darlington	94	10	5	4	80	72	
Florence-Darlington	93		3	1	33	79	
Midlands	95	10	11	8	73		
Midlands	94	10	4	4	100		
Midlands	93	10	9	8	89		
Medical Assistant							
Technical Colleges							
Trident	96		11	9	82		
Trident	95		9	6	67		
Trident	95		17	14	82		
Trident	94	6	6	5	83		
Trident	94	1	24	20	83		
Medical Assistant							
Trident	93	6	4	2	50	73	
Trident	93	1	8	7	88	71	
Medical Lab Technology ASCP							
Technical Colleges							
Florence-Darlington	95	4 - 9	11	6	55		
Florence-Darlington	94	12	1	1	100	82	
Florence-Darlington	94	8	10	10	100	82	
Florence-Darlington	93		15	12	80	76	
Greenville	95		12	11	92		
Greenville	94		13	8	62	73	
Greenville	93		14	12	86	76	
Midlands	95	8	11	11	100	77	
Midlands	94	8	7	6	86	73	
Midlands	94	1	1	1	100		
Midlands	93	8	7	4	57	76	
Midlands	93	7	2	2	100	76	
Midlands	93	2	2	1	50	61	
Orangeburg-Calhoun	95	12	7	7	100	59	
Orangeburg-Calhoun	94	9	7	7	100	73	

Table 10 (cont.) Page 5

Exam Title Institution Type Name of Institution	Date Taken: Year	Month	Number Tested	Number Passing	Percent Passing	National % Passing	State % Passing
Medical Lab Technology ASCP							
Technical Colleges							
Orangeburg-Calhoun	93	8	7	7	100	76	
Spartanburg	95	8	4	4	100	81.6	
Spartanburg	94	8	8	8	100	73	
Spartanburg	93	8	7	7	100	76	
Tr-County	95	4 - 9	9	8	89	78	
Tri-County	94	1 - 6	8	8	100	73	
Tri-County	93	9	4	3	75	76	
Tri-County	93	8	4	4	100	76	
Trident	95	9	9	8	89	81.6	
Trident	94	9	16	11	69		
Trident	93	8	13	11	85	76	
York	95		9	6	67	78	
York	94	4	13	11	85		
York	93	8	12	10	83	76	
York	93	2	5	4	80	61	
Medical Lab Technology NCA							
Technical Colleges							
Florence-Darlington	95	4 - 9	8	6	75	80	
Florence-Darlington	94	12	1	1	100	78	
Florence-Darlington	93		15	12	80	80	
Greenville	95	7	7	5	71		
Greenville	93	7	4	4	100		
Trident	95	7	3	3	100	74.9	
Trident	94	9	7	6			
Trident	93	8	5	4	80		
Medical Record Technology							
Technical Colleges							
Midlands	94	10	4	4	100	75	
Midlands	93	10	9	8	89	74	
Medical Technology							
Research Universities							
MUSC	95	8	19	19	100		
MUSC	94	8	26	25	96	58	
MUSC	93	8	30	29	97	55	
National Council Licensure Exam - Practical Nurse							
Technical Colleges							
Aiken	96	1	8	8	100	89	92
Aiken	95	9	6	6	100	89	92
Aiken	95	3	1	1	100	90	94
Aiken	95	2	8	8	100	90	94
Aiken	95	1	4	4	100	90	94
Aiken	94	10	3	3	100	90	94
Aiken	94	9	6	6	100	90	94
Aiken	94	8	4	4	100	90	94
Aiken	94	7	2	2	100	90	94
Aiken	94	5	7	1	100	90	94
Aiken	93	10	11	11	100	89	94

Exam Title Institution Type Name of Institution	Date Taken: Year	Month	Number Tested	Number Passing	Percent Passing	National % Passing	State % Passing
National Council Licensure Exam - Practical Nurse							
Technical Colleges							
Aiken	93	4	13	13	100	91	97
Chesterfield-Marlboro	96	3	14	14	100	89	92
Chesterfield-Marlboro	95	3	15	15	100	89	92
Chesterfield-Marlboro	94	4	18	18	100	90	99
Florence-Darlington	95	1	30	29	97	89	92
Florence-Darlington	94	2	15	15	100	89	
Horry-Georgetown	94	10	24	19	79		
Horry-Georgetown	93	10	17	17	100	89	94
Midlands	95-96	On-going	46	45	98		
Midlands	94-95	On-going	73	71	97	90	94
Midlands	93	10	24	22	92	89	94
Midlands	93	7	1	1	100		
Orangeburg-Calhoun	95	10	25	24	96	88	96
Orangeburg-Calhoun	94	10	32	31	97	90	
Orangeburg-Calhoun	93	10	26	26	100	89	94
Piedmont	95		15	15	100	88	92
Piedmont	94	12	17	14	82	90	
Piedmont	94	7	16	15	94	90	
Piedmont	93		19	18	95	89	94
Spartanburg	95	Fall	35	30	88	90	96
Spartanburg	94	Fall	22	18	82	90	
Spartanburg	93	10	27	24	89	89	94
T C Lowcountry	95	various	20	20	100	90	96
T C Lowcountry	94		22	22	100	90	94
T C Lowcountry	93		15	14	93	89	94
Tri-County	95	1-12	23	22	96	90	96
Tri-County	94	1-12	18	16	89	90	
Tri-County	93	10	20	19	95	89	94
Trident	96	3	44	42	96	90.5	96.3
Trident	94-95	6	47	43	92		
Trident	93	4	29	27	93	91	97
Trident	92	10	37	35	95	90	96
National Council Licensure Exam - Registered Nurse							
Research Universities							
Clemson	96	1 - 3	27	14	93	88	92
Clemson	95	10 - 12	6	5	83	88	92
Clemson	95	7 - 9	43	26	61	88	92
Clemson	95	4 - 6	53	49	93	88	92
Clemson	95		124	111	90	89	93
Clemson	94	2	39	35	91		
Clemson	93	7	36	28	78	91	94
Clemson	93	2	40	39	98	91	95
MUSC	96	5	52	51	98	92.7	95.2
MUSC	95	12	49	45	92	91.4	94.4
MUSC	95	3	35	34	97	89	90
MUSC	94	7	69	68	99	89	90
MUSC	94	2	33	32	97		

Exam Title Institution Type Name of Institution	Date Taken: Year	Month	Number Tested	Number Passing	Percent Passing	National % Passing	State % Passing
National Council Licensure Exam - Registered Nurse							
Research Universities							
MUSC	93	7	86	83	97	91	94
MUSC	93	2	28	26	93	91.2	94.9
USC-Columbia	96	3	41	40	98	92.7	95.1
USC-Columbia	95	9	11	10	91		
USC-Columbia	95	6	32	31	97	91.4	94.3
USC-Columbia	95	3	35	34	97	89	90
USC-Columbia	94	9	18	18	100	89	90
USC-Columbia	94	6	22	22	100	89	90
USC-Columbia	94	2	35	34	97		
USC-Columbia	93	7	30	30	100	91	94
USC-Columbia	93	2	22	22	100	91	95
Senior Colleges and Comprehensive Teaching Universities							
Lander U	95	Individual	52	46	89	91.4	94.4
Lander U	94	4-9	26	23	89	90	95
Lander U	93	7	20	15	75	90	90
Lander U	93	2	1	0	0	91	95
SC State U	95	Individual	11	7	64	92.7	95.1
SC State U	94	2	3	2	67		
SC State U	93	7	5	2	40	91	94
SC State U	93	2	9	7	78	91.2	94.9
USC-Aiken	95	12	37	32	87		
USC-Aiken	95	5	33	32	97		
USC-Aiken	94	12	32	31	97	89	93
USC-Aiken	94	5	39	34	87	89	95
USC-Aiken	94	2	43	39	91		
USC-Aiken	93	7	25	25	100	91	94
USC-Aiken	93	2	39	33	85	91.2	94.9
USC-Spartanburg	96	1	16	15	94		
USC-Spartanburg	95	12	34	29	85		
USC-Spartanburg	95	7	4	3	75		
USC-Spartanburg	95	5	41	40	98		
USC-Spartanburg	95	4	29	27	93		
USC-Spartanburg	95	1-3	2	2	100		
USC-Spartanburg	94	7-9	10	10	100		
USC-Spartanburg	94	4-6	10	10	100		
USC-Spartanburg	94	2	1	1	100		
USC-Spartanburg	93	7	60	60	100	91	94
USC-Spartanburg	93	7	25	25	100	91	94
USC-Spartanburg	93	2	4	4	100	91	95
USC-Spartanburg	92	7	73	70	96	92.7	86.2
USC-Spartanburg	92	2	9	4	44	91.4	
USC-Spartanburg	92	2	5	4	80	91.4	
Technical Colleges							
Central Carolina	96	6	18	18	100		
Central Carolina	95	12	1	1	100		
Central Carolina	95	9	17	17	100		
Central Carolina	95	6	9	9	100		

Table 10 (cont.) Page 8

Exam Title Institution Type Name of Institution	Date Taken: Year	Month	Number Tested	Number Passing	Percent Passing	National % Passing	State % Passing
National Council Licensure Exam - Registered Nurse							
Technical Colleges							
Central Carolina	94	12	4	4	100	90	95
Central Carolina	94	9	13	13	100	90	95
Central Carolina	94	6	3	3	100	90	90
Central Carolina	94	2	16	16	100		
Florence-Darlington	95	6, 12	83	79	95	91.2	96
Florence-Darlington	94	2,7	78	77	99	89	94
Florence-Darlington	93		72	71	99	91	94
Greenville	95		135	124	92	92.7	
Greenville	94		97	83	86	89	
Greenville	94	2	73	66	90		
Greenville	93	7	46	39	85	91	94
Greenville	93	2	77	71	92	91.2	94.9
Midlands	4/95 - 3/96		129	111	86	92.7	95.2
Midlands	94-95	On-going	120	111	93	89	
Midlands	94	2	72	59	82		
Midlands	93	7	73	68	93	91	94
Midlands	93	2	96	92	96	91	95
Midlands	92	7	95	81	85	92.7	
Orangeburg-Calhoun	95	7	52	51	98		
Orangeburg-Calhoun	94	7	51	49	96	89	
Orangeburg-Calhoun	93	7	42	40	95	91	94
Piedmont	95	8	15	14	93		
Piedmont	95	5	20	19	95		
Piedmont	94	8	19	18	95	89	
Piedmont	94	5	24	21	88	89	
Piedmont	93		31	30	97	91	94
T C Lowcountry	95		29	24	83		
T C Lowcountry	94		32	26	81	89	
T C Lowcountry	93		38	35	92	91	94
Tri-County	95	1 - 12	52	48	92	92.7	95.2
Tri-County	94	1 - 12	63	58	92	89	
Tri-County	93	7	60	54	90	91	94
Trident	96	3	86	77	90	92.7	95.2
Trident	94-95	6	122	110	90		
Trident	93	7	85	83	98	91	94
York	95		40	40	100		
York	92	2	2	2	100	91.4	94.4
National Medical Board Part I							
Research Universities							
MUSC	95	No Report					
MUSC	94	6	137	133	97	95	
MUSC	93	6	138	124	90	91	
USC-Columbia	95	6	71	69	97		
USC-Columbia	95	9	2	2	100		
USC-Columbia	94	6	69	65	94	95	
USC-Columbia	93	6	72	67	93	91	

Exam Title Institution Type Name of Institution	Date Taken: Year	Month	Number Tested	Number Passing	Percent Passing	National % Passing	State % Passing
National Medical Board Part II							
Research Universities							
MUSC	95	No Report					
MUSC	94	9	68	63	93	92	
MUSC	93		119	110	92	94	
USC-Columbia	96	3	5	3	60		
USC-Columbia	95	8	73	69	95	93	
USC-Columbia	94	6	76	69	91	92	
USC-Columbia	93	9	56	56	100	94	
National Medical Board Part III							
Research Universities							
MUSC	95	3	81	69	86	98	
National Teachers Examination - Professional Knowledge							
Research Universities							
Clemson	96	5	1	1	100		
Clemson	96	4	91	86	95		
Clemson	96	3	48	46	96		
Clemson	96	1	7	7	100		
Clemson	96	1	7	7	100		
Clemson	95	12	161	158	98		
Clemson	95	11	93	88	95		
Clemson	95	3	149	148	99		
Clemson	94	10	159	157	99		
Clemson	94	3	109	109	100		
Clemson	93	10	160	159	99		
Clemson	93	7	139	137	99		
Clemson	93	3	130	124	95		
USC-Columbia	96	3	72	72	100		
USC-Columbia	95	10	99	97	98		
USC-Columbia	95	7	106	105	99		
USC-Columbia	95	3	141	139	99		
USC-Columbia	94	10	164	162	99		
USC-Columbia	94	6	152	149	98		
USC-Columbia	94	3	99	97	98		
USC-Columbia	93	10	133	130	98		
USC-Columbia	93	6	101	98	97		
USC-Columbia	93	3	146	140	96		
Senior Colleges and Comprehensive Teaching Universities							
Citadel	96	3	70	66	94		
Citadel	95	3	100	99	99		
Citadel	94	3	49	45	92		
Citadel	93		45	41	92		
Coastal Carolina	96	6	2	2	100		
Coastal Carolina	96	5	19	18	95		
Coastal Carolina	96	2	24	20	83		
Coastal Carolina	95	10	48	47	98		
Coastal Carolina	95	6	26	26	100		
Coastal Carolina	95	3	48	44	92		
Coastal Carolina	94	10	66	65	99		

Exam Title Institution Type Name of Institution	Date Taken: Year	Month	Number Tested	Number Passing	Percent Passing	National % Passing	State % Passing
National Teachers Examination - Professional Knowledge							
Senior Colleges and Comprehensive Teaching Universities							
Coastal Carolina	94	6	41	41	100		
Coastal Carolina	94	3	44	42	96		
Coastal Carolina	93	10	44	42	95		
Coastal Carolina	93	6	13	13	100		
Coastal Carolina	93	3	72	69	96		
Coastal Carolina	92	10	71	71	100		
College of Charleston	96	2	33	33	100		
College of Charleston	95	10	108	109	99		
College of Charleston	95	6	56	54	96		
College of Charleston	95	3	65	64	99		
College of Charleston	94	10	146	144	98		
College of Charleston	94	6	47	46	98		
College of Charleston	94	3	81	80	99		
College of Charleston	93	10	159	154	97		
College of Charleston	93	6	73	73	100		
College of Charleston	93	3	79	78	99		
Francis Marion U	96	7	24	24	100		
Francis Marion U	96	5	32	30	94		
Francis Marion U	96	2	20	20	100		
Francis Marion U	95	10	50	48	96		
Francis Marion U	95	3	59	57	97		
Francis Marion U	94	10	47	45	96		
Francis Marion U	94	6	38	34	90		
Francis Marion U	93	3	47	45	96		
Lander U	96	2	6	6	100		
Lander U	95	10	48	48	100		
Lander U	95	6	19	18	95		
Lander U	95	3	38	37	97		
Lander U	94	10	46	45	98		
Lander U	94	6	38	36	95		
Lander U	94	3	18	18	100		
Lander U	93	10	36	34	94		
Lander U	93	6	37	34	92		
Lander U	93	3	36	34	94		
SC State U	95 - 96		118	115	97		
SC State U	95	3	51	51	100		
SC State U	94	10	47	46	98		
SC State U	94	6	28	27	96		
SC State U	94	3	31	31	100		
SC State U	93	10	47	46	98		
SC State U	93	6	39	38	97		
SC State U	93	3	57	56	98		
USC-Aiken	96	5	15	15	100		
USC-Aiken	96	2	11	11	100		
USC-Aiken	95	10	31	30	97		
USC-Aiken	95	6	40	38	95		
USC-Aiken	95	3	30	29	97		

Exam Title Institution Type Name of Institution	Date Taken: Year	Month	Number Tested	Number Passing	Percent Passing	National % Passing	State % Passing
National Teachers Examination - Professional Knowledge							
Senior Colleges and Comprehensive Teaching Universities							
USC-Aiken	94	10	30	30	100		
USC-Aiken	94	6	33	27	82		
USC-Aiken	94	3	53	52	98		
USC-Aiken	93	10	37	36	97		
USC-Aiken	93	6	17	15	88		
USC-Aiken	93	3	33	33	100		
USC-Spartanburg	95	10	40	39	98		
USC-Spartanburg	95	6	15	13	87		
USC-Spartanburg	94	3	16	15	94		
USC-Spartanburg	94	10	48	47	98		
USC-Spartanburg	94	6	35	32	91		
USC-Spartanburg	94	3	16	15	94		
USC-Spartanburg	93	10	42	40	95		
USC-Spartanburg	93	6	13	13	100		
USC-Spartanburg	93	3	34	33	97		
Winthrop	96	2	32	31	97		
Winthrop	95	10	85	85	100		
Winthrop	95	6	24	24	100		
Winthrop U	95	3	26	26	100		
Winthrop U	94	10	90	90	100		
Winthrop U	94	6	33	33	100		
Winthrop U	94	3	26	26	100		
Winthrop U	93	10	124	124	100		
Winthrop U	93	6	40	40	100		
Winthrop U	93	3	46	46	100		
Winthrop U	92	10	139	139	100		
Winthrop U	92	6	40	40	100		
Winthrop U	92	3	53	51	96		
National Teachers Exam - Specialty Area							
Research Universities							
Clemson	96	5	1	1	100		
Clemson	96	4	211	180	85		
Clemson	96	3	4	4	100		
Clemson	96	1	8	6	75		
Clemson	95	12	220	186	85		
Clemson	95	11	16	13	81		
Clemson	95	3	127	112	88		
Clemson	94	11	137	124	91		
Clemson	94	3	141	114	81		
Clemson	93	11	199	160	80		
Clemson	93	7	195	163	84		
Clemson	93	3	178	151	85		
USC-Columbia	96	3	188	168	89		
USC-Columbia	95	11	132	117	89		
USC-Columbia	95	7	164	120	73		
USC-Columbia	95	3	231	208	90		

Exam Title Institution Type Name of Institution	Date Taken: Year	Month	Number Tested	Number Passing	Percent Passing	National % Passing	State % Passing
National Teachers Exam - Specialty Area							
Research Universities							
USC-Columbia	94	11	169	151	89		
USC-Columbia	94	7	169	150	89		
USC-Columbia	94	3	278	258	93		
USC-Columbia	93	11	183	167	91		
USC-Columbia	93	7	155	143	92		
Senior Colleges and Comprehensive Teaching Universities							
Citadel	96		170	143	84		
Citadel	95	3	242	222	92		
Citadel	94	3	94	89	95		
Citadel	93	3	82	78	96		
Coastal Carolina	96	3	46	36	84		
Coastal Carolina	95	11	45	40	89		
Coastal Carolina	95	7	36	35	97		
Coastal Carolina	95	5	2	2	100		
Coastal Carolina	95	3	70	60	86		
Coastal Carolina	94	11	54	50	93		
Coastal Carolina	94	7	39	34	87		
Coastal Carolina	94	3	50	45	90		
Coastal Carolina	93	11	50	48	96		
Coastal Carolina	93	7	50	47	94		
Coastal Carolina	93	3	81	75	93		
College of Charleston	96	3	136	121	89		
College of Charleston	95	11	152	136	90		
College of Charleston	95	7	69	62	90		
College of Charleston	94	11	168	154	92		
College of Charleston	94	7	90	79	89		
College of Charleston	94	3	146	131	90		
College of Charleston	93	11	154	141	92		
College of Charleston	93	7	90	81	90		
College of Charleston	93	3	121	107	88		
Francis Marion U	96	3	41	25	61		
Francis Marion U	95	11	91	73	80		
Francis Marion U	95	3	55	42	76		
Francis Marion U	94	11	72	57	79		
Francis Marion U	94	7	49	35	71		
Francis Marion U	93	3	44	40	91		
Lander U	96	3	29	24	83		
Lander U	95	11	56	45	80		
Lander U	95	7	30	28	93		
Lander U	95	3	63	52	83		
Lander U	94	11	60	52	87		
Lander U	94	7	39	36	92		
Lander U	94	3	52	44	85		
Lander U	93	11	64	56	88		
Lander U	93	7	46	42	91		
Lander U	93	3	51	47	92		
SC State U	95 - 96		169	147	87		

Exam Title Institution Type Name of Institution	Date Taken: Year	Month	Number Tested	Number Passing	Percent Passing	National % Passing	State % Passing
National Teachers Exam - Specialty Area							
Senior Colleges and Comprehensive Teaching Universities							
SC State U	95	3	59	53	90		
SC State U	94	11	54	46	85		
SC State U	94	7	43	35	81		
SC State U	94	3	38	35	92		
SC State U	93	11	27	25	93		
SC State U	93	7	35	33	94		
SC State U	93	3	57	46	81		
USC-Aiken	96	3	40	35	88		
USC-Aiken	95	11	37	34	92		
USC-Aiken	95	7	41	38	93		
USC-Aiken	95	5	2	2	100		
USC-Aiken	95	3	37	36	97		
USC-Aiken	94	11	50	45	90		
USC-Aiken	94	7	29	26	90		
USC-Aiken	94	3	63	57	91		
USC-Aiken	93	11	49	43	88		
USC-Aiken	93	7	30	26	87		
USC-Aiken	93	3	40	29	73		
USC-Spartanburg	95	11	44	41	93		
USC-Spartanburg	95	7	30	28	93		
USC-Spartanburg	94	11	61	54	89		
USC-Spartanburg	94	7	27	24	89		
USC-Spartanburg	94	3	40	33	83		
USC-Spartanburg	93	11	17	16	94		
USC-Spartanburg	93	7	28	26	93		
USC-Spartanburg	93	3	47	36	77		
Winthrop U	96	3	86	73	85		
Winthrop U	95	11	60	57	95		
Winthrop U	95	7	23	21	91		
Winthrop U	95	3	78	68	87		
Winthrop U	94	11	95	93	98		
Winthrop U	94	7	32	26	81		
Winthrop U	94	3	82	75	92		
Winthrop U	93	11	116	113	97		
Winthrop U	93	7	30	28	93		
Nuclear Medicine Technology (ARRT)							
Technical Colleges							
Midlands	95	10	7	7	100		
Midlands	94	10	7	7	100	93	
Nuclear Medicine Technology (NMTCB)							
Technical Colleges							
Midlands	93	10	7	7	100	87.6	
Midlands	95	9	6	6	100	66	
Midlands	94	8	7	7	100		
Midlands	93	9	6	6	100	87.6	

Table 10 (cont.) Page 14

Exam Title Institution Type Name of Institution	Date Taken: Year	Month	Number Tested	Number Passing	Percent Passing	National % Passing	State % Passing
Nurse Anesthetist							
Research Universities							
MUSC	95	12	15	15	100		
MUSC	94	12	14	13	93	90	
MUSC	93	12	16	16	100	85.7	
Occupational Therapy							
Research Universities							
MUSC	95	7	34	33	97	95	
MUSC	94	7	14	13	93	96	93
MUSC	93	7	22	22	100	96	
Occupational Therapy Assistant							
Technical Colleges							
Trident	95	7	18	16	89	96	
Trident	94	7	16	16	100		
Trident	94	1	7	7	100		
Trident	93	1	6	4	67	95	
Pharmacy NABPLEX							
Research Universities							
MUSC	96	1	4	4	100	80	
MUSC	95	9	11	10	91	83	
MUSC	95	6	73	68	93	90	
MUSC	95	1	3	2	67	87	
MUSC	94	9	10	9	90	87	
MUSC	94	6	69	65	94	87	
MUSC	93	9	5	5	100	85.4	99
MUSC	93	6	62	62	100	89.3	99
USC-Columbia	96	1	35	35	100	80	
USC-Columbia	95	6	36	33	92	90	
USC-Columbia	95	1	36	34	95	87	
USC-Columbia	94	9	6	6	100	87	
USC-Columbia	94	6	44	41	93	87	
USC-Columbia	94	1	40	39	98		
USC-Columbia	93	9	3	3	100	85.4	99
USC-Columbia	93	6	44	43	98	89.3	99
USC-Columbia	93	1	48	47	98	79.4	98.2
Physical Therapy							
Research Universities							
MUSC	95	7	51	51	100	100	
MUSC	94	7	46	46	100	99	100
MUSC	93	7	48	48	100	85.4	100
MUSC	93	2	1	1	100	72.7	100

Exam Title Institution Type Name of Institution	Date Taken: Year	Month	Number Tested	Number Passing	Percent Passing	National % Passing	State % Passing
Physical Therapy Assistant							
Technical Colleges							
Greenville	96	3	14	13	93	89	
Greenville	95	11	15	15	100		
Greenville	95	3	16	16	100	95	
Greenville	94	7	25	23	92	95	
Greenville	93	7	25	25	100	87.1	97.8
Greenville	93	3	12	12	100	77.5	100
Physical Therapy Assistant							
Technical Colleges							
Name of Institution	Year	Month	Tested	Passing	Passing	Passing	Passing
Trident	95	7	26	24	92	90	
Trident	94	7	24	23	96	95	
Trident	93	11	1	1	100	76.6	100
Radiologic Technology (ARRT)							
Research Universities							
MUSC	95	7	10	10	100	91	
MUSC	94	7	10	9	90	92	
MUSC	93	3	10	10	100	92.9	
Technical Colleges							
Florence-Darlington	95	7	13	13	100	91	
Florence-Darlington	94	7,8	10	9	90	88	
Florence-Darlington	93		12	11	92	92.9	
Greenville	95	7	17	17	100	91	
Greenville	94	7	14	10	71	92	
Greenville	93	7	14	12	86	94.9	
Greenville	93	3	3	3	100	92.9	
Horry-Georgetown	95	10	14	12	86	90	
Horry-Georgetown	94	10	14	12	86	92	
Horry-Georgetown	93	10	12	9	75	92.8	
Midlands	96	3	1	1	100	84	
Midlands	95	7	17	17	100	91	
Midlands	94	7	12	12	100	92	
Midlands	93	7	12	12	100	94.9	
Orangeburg-Calhoun	95	10	10	9	90	90	
Orangeburg-Calhoun	94	10	5	5	100	93	
Orangeburg-Calhoun	93	10	4	4	100	92.8	
Piedmont	95	10	8	8	100	86	
Piedmont	94	10	10	8	80	92	
Piedmont	93		8	6	75	92.9	
Spartanburg	95	7	9	9	100	91	
Spartanburg	94	7	9	9	100	93	
Spartanburg	93	7	15	15	100	94.9	
Spartanburg	93	3	1	1	100	92.9	
Trident	95	7	21	20	95	91	
Trident	94	7	30	29	97		
Trident	93	7	29	29	100	94.9	

Table 10 (cont.) Page 16

Exam Title Institution Type Name of Institution	Date Taken: Year	Month	Number Tested	Number Passing	Percent Passing	National % Passing	State % Passing
Radiologic Technology (ARRT)							
Technical Colleges							
York	95		8	7	88	91	
York	94	10	2	2	100	93	
York	94	7	9	9	100	93	
York	92	3	2	2	100		
Respiratory Care Technician (CRTT)							
Technical Colleges							
Florence-Darlington	95	3, 7, 11	23	23	100		
Florence-Darlington	94	On-going	12	12	100	68	
Florence-Darlington	93		12	12	100	71.2	
Midlands	96	3	17	17	100	70	
Midlands	95	3	10	10	100	84	
Midlands	94	3	13	13	100	71.2	
Midlands	93	7	6	4	66	71.1	
Midlands	93	3	11	10	91	71.2	
Orangeburg-Calhoun	95	12	14	5	36		
Orangeburg-Calhoun	94	3	18	10	56	84	
Respiratory Therapist Care - Advanced (RRT)							
Technical Colleges							
Spartanburg	95	3	15	9	60	84	
Spartanburg	94	3	16	7	44	71.2	
Respiratory Care Advanced (RRT)							
Technical Colleges							
Florence-Darlington	94	On-going	12	12	100	82	
Florence-Darlington	93		12	12	100	87.8	
Greenville	95	12	20	16	80		
Greenville	95	12	20	13	65		
Greenville	95	6	3	3	100		
Greenville	95	6	3	2	67		
Greenville	94	12	19	14	74	52	
Greenville	94	12	19	9	47	52	
Greenville	94	7	2	1	50	52	
Greenville	94	6	9	7	78	52	
Greenville	94	6	9	4	44	52	
Greenville	93	12	22	16	73	87.1	
Greenville	93	6	18	13	72	87.8	
Midlands	95	12	15	12	80	62.9	
Midlands	95	12	13	13	100		
Midlands	94	12	10	8	80	52	
Midlands	94	12	14	6	33	52	
Midlands	94	6	8	6	75	52	
Midlands	94	6	12	8	66	52	
Midlands	93	6	14	10	71	58	
Midlands	93	6	14	13	93	77	

Table 10 (cont.) Page 17

Exam Title Institution Type Name of Institution	Date Taken: Year	Month	Number Tested	Number Passing	Percent Passing	National % Passing	State % Passing
Respiratory Care Advanced (RRT)							
Technical Colleges							
Spartanburg	95	12	12	7	58		
Spartanburg	95	12	12	5	42		
Spartanburg	94	12	6	2	33	52	
Spartanburg	93	12	6	4	67	87.1	
Spartanburg	92	12	14	8	57	76.1	
Trident	95	7	10	10	100		
Trident	94	7	17	16	94		
Trident	93	7	6	5	83	87.8	
South Carolina Bar Exam							
Research Universities							
USC-Columbia	95	7	213	201	94		91
USC-Columbia	95	2	34	31	91		89
USC-Columbia	94	7	211	200	95		92
USC-Columbia	94	2	43	40	93		93
USC-Columbia	93	7	217	207	95		92
USC-Columbia	93	2	29	28	97		93
South Carolina Board of Dentistry							
Research Universities							
MUSC	96	3	5	4	80		
MUSC	95	12	7	7	100		
MUSC	95	12	45	41	91		
MUSC	95	7	46	45	93		
MUSC	94	5	36	31	86		73
MUSC	93	5	32	28	88		73.4
Surgical Technology							
Technical Colleges							
Florence-Darlington	95	9	18	16	89		
Florence-Darlington	94	9	13	9	69	74	
Florence-Darlington	93		13	13	100	71	
Spartanburg	95	9	12	12	100	68	
Spartanburg	94	9	18	18	100	74	
Spartanburg	93	9	13	13	100	71	
Tri-County	95	9	15	13	87	68	
Tri-County	95	3	1	1	100	74	
Tri-County	94	9	11	11	100	74	
Tri-County	93	9	15	14	93	71	
Veterinary Technology National Exam							
Technical Colleges							
Tr-County	95		9	7	78		
Tri-County	94		14	14	100		
Tri-County	93		7	6	86		
Veterinary Technology State Exam							
Technical Colleges							
Tri-County	95		7	4	57		
Tri-County	94		10	9	90		
Tri-County	93		5	4	80		

TABLE 11

SURVEY OF ALUMNI

NOT REQUIRED THIS REPORTING CYCLE.
NEXT REPORT DUE IN 1997

TABLE 12

INSTITUTIONAL MISSION AND ROLES

Those institutions that have revised their mission statement in 1996 included Aiken Technical College, Francis Marion University, Horry-Georgetown Technical College, and York Technical College. Copies of the revised, approved mission statements can be found in Appendix A of this document.

INSTITUTIONAL EFFECTIVENESS COMPONENTS

SOUTH CAROLINA
ANIMIS OPIBUSQUE PARATI
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SPES

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INSTITUTIONAL EFFECTIVENESS COMPONENTS IN THIS REPORT

Many of the components listed below are not reported on annually, but based on a predetermined and approved schedule submitted by each institution. While institutions do not report on all components every year, their assessment is an ongoing process. Furthermore, although institutions submit full reports which detail their process of studying these components, the measurements they used, and their complete findings, they are asked only to submit summaries for this report that describe the outcomes or actual changes they are making to improve in the component areas. If readers wish to know more about any summary narration, they are welcome to read the full report on file at the Commission on Higher Education.

1. General Education

The goals of general education, which is one of the most difficult components of curriculum to assess, may be defined fairly narrowly in terms of basic skills or extremely broadly to include understanding and integrating knowledge spanning the full range of the humanities, sciences, and social sciences combined with attitudes and behaviors which enable the graduate to function effectively in today's complex society. In their assessment plans (on file at the Commission), institutions were asked to provide their definitions of general education, to indicate the methodologies or instruments they selected to assess the effectiveness of their general education, to list major findings or trends from their initial assessments describe any actions they have taken or plan to take to improve their general education programs as a result of the assessment process. While efforts to assess this component vary both in their complexity and their success, many institutions have already obtained findings that either reinforce what they are currently doing in their programs or enable them to make appropriate changes or improvements.

2. Majors or Concentrations

Majors or concentrations provide students with specialized knowledge and skills. Because of the vast number of majors offered, institutions generally report on all of them over a four year cycle. In their assessment plans for their majors, institutions are asked to list the majors on which they are reporting, to describe the various methods that are being used to assess each major and to highlight the findings and how they are being used for improvement. Examples of assessment methods being used by South Carolina's public institutions include both commercial and locally developed tests; portfolios; internal and external peer reviews; capstone courses; results of licensing and certification examinations; exit interviews; student, graduate and employer surveys; classroom research; and matrix analysis of curriculum content. Many reports describe significant changes that are being made in curriculum and teaching effectiveness as a result of the assessment of majors.

3. Performance of Professional Program Graduates on Licensing and Certification Exams

When graduates of academic programs take professional licensing or certification examinations, the Commission's Guidelines for Institutional Effectiveness require that each institution report aggregate data, along with its interpretation, as one measure of the program's effectiveness. Act 255 also requires that institutions report pass rates on professional exams along with any national or state pass rates that are available. When such data indicate that improvements are in order, the institutions are expected to describe in their institutional effectiveness report specific actions that they are taking to address those problems that have been identified. Statistical results of such examinations may be found in the Act 255 report.

Data are generally reported for each administration of an examination during the year ending March 31, 1996, although some licensing boards have implemented computerized examinations that can be taken at any time. In such cases, all test results for the year are combined in a single report. Results are also reported for two previous years. While the numerical results of professional examinations are reported in tabular form for Act 255, institutions are encouraged to describe significant findings in their institutional effectiveness report including any proposed actions based upon these results.

4. Reports of Program Changes that have Occurred as a Result of External Program Evaluations

The Commission has an ongoing external program evaluation process that is expected to produce change that improves student achievement. As programs are evaluated, their continuation is approved, put on probation, or suspended subject to the institution making certain changes recommended by external consultants. These changes, if made, are subsequently reported to the Commission. The number of program evaluations of specific majors by external consultants has been reduced the last few years. Thus no final reports of changes were received by the Commission during the 1995-96 year. (Note: the technical colleges use a different process to evaluate existing programs, and are not included in the Commission's report on this component.)

5. Academic Advising

Academic Advising provides students with an understanding of their rights and responsibilities for completion of their degrees, program and/or career preparation. During the 1993-94 year, the Commission and the colleges and universities agreed to add academic advising to the list of activities that would be assessed. It was further agreed that all institutions would submit their initial reports on their advising procedures, policies, and common practices no later than July 1, 1995. During 1996, the South Carolina Higher Education Assessment Network and the Commission identified several institutions with exemplary programs for the assessment of academic advising. A brochure describing those programs will be published this spring.

6. Entry-Level Placement and Developmental Education

This component combines two previous components, "Entry-Level Skills Necessary for College Level Work" and "Remedial and Developmental Programs," so that the material in Table 4 of the Act 255 reports can be discussed as a continuum moving from placement to developmental education. As students enter an institution, various tests or other instruments are used to determine their skill levels in reading, writing, mathematics, foreign languages, or such other areas as are important for appropriate placement. Institutions evaluate the placement instruments they use, how they are selected, and how they are assessed for their effectiveness, indicating any important findings and, where appropriate, actions that have been taken to replace or modify the instruments as a result of those findings. The columns on the left side of Table 4 in the Act 255 reports indicate how many first-time, full-time freshman in the Fall semester of 1994 were placed in developmental education courses as a result of placement examinations; the right hand side of Table 4 provides information on the success of students who have completed developmental courses at the senior institutions. Many institutions have provided more detailed information on placement and developmental education in their individual summaries.

7. Success of Entering Students in Meeting College or University Admissions Prerequisites

Since the Fall of 1988, public senior colleges and universities in South Carolina required that applicants for freshman admissions who graduated from high school in 1988 or subsequent years must have completed certain high school courses. In December 1989 the Commission changed the high school course requirements by deleting the one-half unit of economics and one-half unit of government as requirements and by increasing from one to two units the additional social studies requirement. These changes were major factors in an increase between 1989 and 1990 in the percent of entering students who met the admissions requirements from 78 percent to 86 percent. By Fall 1992, the vast majority of new freshmen met the prerequisites and the gap between resident and non-resident percentages meeting the requirements had virtually disappeared. Studies are currently underway to determine the relative success of students who are admitted directly to senior institutions with the "applied academic" courses that are part of the Tech Prep curriculum.

8. Achievement of Students Transferring from Two to Four Year Institutions

Two-year public institutions report on this component every other year, when data on the academic performance of their former students are transferred from the four-year institutions back to the two-year institutions for examination and analysis. Such data are being sent to the two-year institutions in 1997, and the analysis will be included in this report in January, 1998.

9. Analysis of Undergraduate Retention and Attrition

Since a great deal of interest has been generated on this subject, the institutions have been conducting in depth studies of why their students take longer than four years to graduate and why their students who do not graduate leave the institution. The results of a number of these studies are found in institutional summaries; many of the institutions are taking major steps to improve their retention and graduation rates. It should be recognized that definitions of retention and attrition may differ significantly among different types of institutions. Overall, schools tend to consider a student "retained" if he or she continues to be enrolled at that institution and has not yet completed the intended program of study, whether it be a four-year baccalaureate degree or a certificate of study at a two-year technical college. However, at the two-year campuses of the University of South Carolina, for example, retention may be defined as the student continuing at a four-year campus and eventually earning a degree.

At most four-year institutions retention is studied by tracking a cohort of entering first-time, full-time freshmen through graduation within four to six years. This type of retention study produces both graduation rates and retention rates. At the State's technical colleges retention is most often defined as continuous enrollment with progress toward the student's educational objective, such as an Associate Degree or a program certificate. Since there are many part time students at the technical colleges, time specific graduation rates tend to have less value as a measure of effectiveness than at four-year institutions. Thus, while the technical colleges are becoming more heavily involved in studies of their graduation rates, most of their early studies have concentrated on issues related to student retention.

Reporting for Act 255 includes graduation rates for four-year colleges and universities and for the technical colleges. The senior institutions use four, five and six-year rates based upon cohorts of first-time, full-time freshmen which are tracked through a six year period. Graduation rates for graduate students will eventually be established as well; most institutions have identified cohorts, although definitional and technical problems have delayed reporting on graduate student persistence rates until next year. The technical colleges have reported their three-year graduation rates in Table 2 of the Act 255 reports this year. In their institutional effectiveness reports, most institutions describe the results of retention and attrition studies and their plans for any program adjustments that may come from such studies.

As the Commission on Higher Education continues its Management Information System (CHEMIS), it will have the ability to track student retention within South Carolina higher education. Until now, neither the CHE nor the institutions have been able to determine if students who leave their campuses enroll in another of the State's schools (with the exception noted above of the University of South Carolina System). Hence, graduation rates reported this year under Act 255 reflect only students in the cohort who graduated from the same institution as they entered as first time freshmen.

10. Minority Student and Faculty Access and Equity

This year's report focuses on the extent to which public colleges and universities have been successful in their efforts to increase the number and percentage of minority undergraduate students who are enrolled and who graduate from programs in the public institutions. The percentage of African American undergraduate students in Programs at South Carolina's public colleges and universities increased from the fall of 1992 to the fall of 1995 by 7.7 percent, from 25,894 to 27,884. The number of undergraduate African American students in 1989 was 20,535, resulting in an increase between that year and 1995 of 35.8 percent. It is clear that there is a continuing upward trend in both the number and the percentage of undergraduate African American students in the public colleges and universities. While there has been significant improvement, the total African American undergraduate enrollment (22.2 percent) in the public institutions still lags behind the percentage of African Americans (29.8 percent) in the total State population.

Unfortunately, the number and percentage of associate degrees awarded to African Americans by the technical colleges during the three year period from 1992 to 1995 have declined from 1149 (19.8 percent) to 874 (18.6 percent) as the total number of associate degrees awarded has declined from 5798 to 4698. The number and percentage of bachelors degrees awarded to African Americans by the senior colleges and universities has increased from 1314 (12 percent) to 1747 (15.1 percent) in the same period, while the total number of bachelors degrees has increased from 10957 to 11573.

11. Academic Performance of Student Athletes

This is the seventh year that this component has been included in the Summary Report on Institutional Effectiveness. Data, their interpretation and (where necessary) plans for improvement were collected from colleges and universities which belong to the National Collegiate Athletic Association (NCAA) and which recruit student athletes. One problem with drawing generalized conclusions about graduation rates in a particular sport is that often the rate is based upon a small number of student athletes in any given year. A better way to evaluate an institution's progress in this matter would be to examine rates for several consecutive groups of entering students. Our institutions have set, and most have met, target dates by which their graduation rates for student athletes in all sports would be equal to or exceed the rates for all students. Most have also identified target dates by which they expect to bring graduation rates of student athletes in each sport into line with their overall graduation rates. Only a few institutions continue to have periodic problems with graduation rates of student athletes, and such problems usually occur in high profile sports such as men's basketball and football.

12. Procedures for Student Development

Determining student growth and development throughout the college or university experience requires the application of multiple assessment procedures. All institutions were asked to assess their student services (e.g., financial aid, orientation, counseling, residence halls, and extracurricular activities) although some have chosen to cycle those assessments over several reporting years. Reports in this area typically include descriptions of the services that have been evaluated, major findings, and any changes or improvements that have been made as a result of the assessments. In addition, most institutions are conducting pilot studies on the institutions' effect on their students' attitudes and behaviors, particularly as those attitudes affect academic and career success. While difficult to design, such studies respond to institutional mission statements that indicate intent to instill such values as civic responsibility, tolerance, cultural sensitivity, and ethical behavior.

13. Library Resources and Services

Access to and usage of appropriate library materials is a critical part of the learning process. In their summary reports, institutions indicate the results of assessments of their library services and collections. College and university librarians in South Carolina have generally done an outstanding job with these evaluations. During 1996, the South Carolina Higher Education Assessment Network and the Commission selected five exemplary library assessment programs for special recognition. A brochure describing those programs will be published during the Spring of 1997.

14. Administrative and Financial Processes and Performance

Interest in student achievement must not eclipse the need to assess other areas of the institution, such as administrative and financial processes and performance. For example, budget strategies and techniques should be examined regularly in light of changing departmental, school, and institutional goals and objectives. Similarly, administrative processes (e.g., reporting, coordination, data management/computing) must be reviewed carefully to ascertain whether they support the college or university's mission and current needs. While assessments of this component were often initially weak, many institutions have made real progress in collecting and using meaningful information for improvement.

15. Facilities

Physical resources affect instruction, student services, campus-based activities, and the general fulfillment of the institutional mission. Under this component, each institution is asked to examine its facilities, with an emphasis upon strengthening space utilization, assessing maintenance priorities and practices, and evaluating whether physical resources support instructional requirements (classrooms, libraries, laboratories, etc.), administrative needs (office and computing space), student services, and recreational activities. These reports often summarize and complement reports that are specifically prepared for the facilities staff of the Commission.

16. Public Service

Emphasis upon public service varies greatly among South Carolina's public colleges and universities according to the mission of the institution. Therefore, a Land Grant university often places a major emphasis upon public service, while a four-year liberal arts institution may see its public service role as more limited in scope. Historically, most two-year institutions have not considered public service to be an important part of their mission, and have not reported in this area. However, with passage of Act 359 of 1996 and the broadening of the public service definition, it appears that many of the technical colleges and two-year branches of the University of South Carolina will be reporting their many public service activities. While all of the institutions find it relatively easy to report the number of their public service activities, it is considerably more difficult to objectively measure or rate the quality or effectiveness of those activities.

17. Research

Institutions first reported five years ago on research and are continuing to report at various intervals according to their assessment schedules. Research goals also vary widely among the institutions according to their missions. At South Carolina's three research universities, the amount of external funding for research is a critical indicator of research vitality, while at the four-year campuses the involvement of faculty in presentation or publications may be the most common measure of research strength. The Commission has recommended that institutions search for ways to measure quality and effectiveness of their research as well as quantity, and to describe those efforts in their next institutional effectiveness report on research. The Commission also suggested that the relative importance of research to the institutional mission be described clearly in their mission statements. Since most two-year institutions do not consider research as part of their mission, they were not to report on this component but may do so if they wish.

SUMMARY REPORTS FROM PUBLIC SENIOR INSTITUTIONS AND TWO-YEAR REGIONAL CAMPUSES

SOUTH CAROLINA
ANIMIS OPIBUSQUE PARATI
DUM SPIRO SPERO

THE CITADEL

Introduction

The Citadel's Institutional Effectiveness Plan is being revised to put it in concert with the Strategic Plan of the College approved by the Board of Visitors on February 3, 1996. The 1996 summary report for The Citadel includes: portions of the General Education (Core Curriculum); Majors in Chemistry, English, Mathematics, and Psychology; Performance of Professional Program Graduates on Licensing and Certification Exams; Retention/Attrition; Academic Performance of Student Athletes; Procedures for Student Development; and Library Resources and Services.

The Citadel's Board of Visitors at its 3 February 1996 meeting approved the Strategic Plan of the College. Because the implementation of the Strategic Plan is at least as important as the Plan itself, a planning process and an oversight committee, the Strategic Planning Coordination and Implementation Committee, were also approved as part of the Strategic Plan. A goal of The Citadel's Strategic Plan is "to revise the budget process so that financial resources are allocated to support approved institutional priorities," and a recommendation relative to The Citadel's operational approach is "to establish an operational system that integrates program assessment with institutional planning, budgeting, and resource allocation." The Budget Review Committee (BRC) has been established to provide a formal budget review link between department and activity heads and the vice presidential level program managers, and to facilitate a much closer tie between the budgeting process and the planning process of the College. These actions will have direct and significant impact on Institutional Effectiveness since the Dean of Planning and Assessment will chair both these efforts.

The Citadel is in the process of updating the Strategic Plan and Mission Statement of the College to reflect the recent change in gender requirement for admission into the Corps of Cadets. The Strategic Plan of the College will be replaced when this updating is complete.

1. General Education

The General Education, or Core Curriculum, is the body of courses which constitutes the center or nucleus of a Citadel education. The disciplines represented in the Core are selected according to two standards: the rational, inasmuch as the courses encompass each of the basic methodologies employed in academic pursuits; and the historical, inasmuch as the centuries have confirmed the durability and the serviceability of the disciplines involved.

Within The Citadel's Core Curriculum, study in five areas -English, History, Mathematics, Science, and Social Science - is required of all students regardless of their academic majors. For all students other than those pursuing pre-professional preparations in the areas of Civil and Electrical Engineering, Education, and the Teaching Track of Physical Education, study of a Foreign Language is also required. In addition to conveying a body of knowledge, each course, or sequence of courses, which addresses a Core Curriculum requirement incorporates, where appropriate, all the following skills: written communications, critical thinking, logical reasoning, and resource and reference usage.

In this reporting cycle, The Citadel's report includes the Chemistry Core Curriculum Science Component, the English freshman Core Curriculum Component, the Mathematics Core Curriculum Component, the Psychology Core Curriculum Social Science Component, and a component addressing resource and reference usage.

A. Science Core Requirement

The scientific method used in experimental science has been one of the great successes of the past three centuries. Any educated person should understand the methods if not necessarily the accomplishments of the sciences. An overall objective of the College is, therefore, to provide to all undergraduate students an exposure to the methods of science and as complete as possible the understanding of the universe as viewed by twentieth century man. In support of this goal, the College requires that each student take two years of lab science course work.

Chemistry

As a vital component of the Core Curriculum, the mission of the Core Chemistry Sequences is to introduce the student to the general methodologies of the chemical sciences, their basic elements, and distinctive characteristics. In fulfilling this mission, the goals of the Core Chemistry Sequences are to present the fundamental principles upon which chemistry is based, to familiarize the student with the benefits that chemistry has brought to society through the uses of these methods, and to develop an understanding of how chemistry and the other sciences are related to one another. The Department of Chemistry provides two Core Curriculum Chemistry Sequences.

Chemistry 103/104 (a terminal sequence for non-science students who intend no further study in chemistry)
Purpose: This sequence prepares a liberal arts student to understand the chemical principles undergirding the science of the environment, life processes, and consumer products. The student will acquire the following: an understanding of the basic nature of chemistry and how it fits into the whole field of science; the ability to identify the chemical symbols of common elements; the ability to use the periodic table for extracting useful information about elements (physical and chemical properties, atomic structure, etc.); the ability to use chemical equations to communicate the principles of chemical reactivity (this includes types of bonding and energy of reactions); an understanding of the mathematical procedures used to determine quantitative relationships; the ability to identify the types of chemical reactions (acid/base, oxidation/reduction); an understanding of the basics of nuclear chemistry (including isotopes and nuclear stability). Additionally, the student will acquire a more in-depth knowledge of chemistry in everyday life by studying the basic principles of organic chemistry, the effects of pollution on natural waters and the atmosphere, the chemistry of fuels for industrial and home use, the chemical structure and function of medicines, and the functions and toxic properties of some common chemicals.

Expected Results: In this initial assessment effort, a success rate of 70% has been established for each of six stated goals. That is, 70% of the students taking final exams in these courses will answer adequately the questions designed to assess each of these goals.

Assessment Procedures: Student performance on Spring 1996 final examinations were used as the assessment tool to measure results. For this initial assessment effort, the criterion for success was established as 70% of the students attaining each goal.

Assessment Results: Four of the six stated goals were either met or nearly met, and two of the six show decided deficiencies. After review of the assessment instrument, a supplemental review of the CHEM 103/104 program will be conducted during the spring of 1997. No major changes will be made at this time.

Chemistry 151/152 (a sequence for science and engineering majors who must be prepared for further study in chemistry)

Purpose: The student will acquire the following: an understanding of the fundamental concepts of the chemical sciences (the atom, the elements and their periodicity); an understanding of how chemical equations are derived and used in computations; and an understanding of the more widely accepted theories concerning chemical bonding and orbital theory, to include applying these theories in chemical thermodynamics and in areas involving acid-base theory, oxidation-reduction processes, nuclear reactions, organic compounds, and the environment.

Expected Results: For this initial assessment process, the criterion for success is established as 70% of the students attaining each of five stated goals. That is, 70% of the students taking final exams in these courses will adequately answer the questions designed to assess each goal.

Assessment Procedures: Student performance on final examinations will be used as the assessment tool to measure results.

Assessment Results: All departmental goals were met. A review of the questions/procedures will be conducted by the Chair of the Introductory Chemistry Committee, and the assessment process will be conducted in the spring of 1997. No changes are deemed necessary at this time in this sequence or in the assessment process.

B. English Core Requirement

English 101/102

Purpose: The primary mission of the English Department is to teach three groups of Citadel students to write clearly and effectively and to read, appreciate, and respond thoughtfully to literature. These groups are undergraduates fulfilling the requirements of the college's core curriculum; undergraduate English majors; and graduate students working toward the M.A. or the M.A.T. degree. At the same time, the department is called upon to contribute to the discipline of humanities and letters through scholarly and professional activity, and to the state and local community through participation in appropriate activity related to the humanities.

Expected Results:

1. A random sampling of essays collected in the last five weeks of English 102 should show that 80% of the passing students can perform satisfactorily in use of standard written English, articulation and development of a thesis throughout a multi-paragraph essay, and use of quotations in supporting the thesis.

2. A majority of seniors responding to the "Citadel Experience Survey" should indicate their satisfaction with the instruction in freshman English courses.

Assessment Procedures: The office of the Dean of Planning and Assessment selected a random sample of essays from English 102 which were analyzed by a departmental committee. Six readers used a four point scale, with scores of 1 and 2 reserved for grossly inadequate and inadequate responses and 3 and 4 for adequate and highly adequate ones, respectively. Each paper was read twice for each category. In addition, responses from graduating seniors to relevant items on the "Citadel Experience Survey" were analyzed.

Assessment Results: The consonance in percentages between the scoring results and the course final grades is very suggestive regarding the consistency of grading standards within the department of English. Both essay evaluation and senior survey responses confirmed the success of the core sequence in improving writing skills. No changes are planned.

C. Mathematics Core Requirement

Mathematics 105/106

Purpose: The primary purpose of the MATH 105/MATH 106 sequence is to provide students with a survey of "real-life" quantitative situations and a facility with mathematical skills from finite mathematics and differential Calculus and technical tools that can be used to analyze them.

Expected Results: The effectiveness of the sequence will be evaluated through student mastery of basic skills, student communication of technical ideas, and student retention.

Assessment Procedures: The course coordinator analyzes and reports on results from the common core exam questions, assessment lab, and term grades.

Assessment Results:

1. The MATH 105 Coordinator will consider possible improvements to the common core of the final exam and to the syllabus. Moreover, the procedure for assessment of the labs will be revised.

2. The MATH 106 Coordinator will consider possible improvements to the common core of the final exam.

3. The department curriculum committee will study a possible change of emphasis and/or change of material in MATH 106.

4. Funds will be requested from the college to provide for an adequate Mathematics Lab staff, and

5. Funds will be requested to set up a placement exam to determine the mathematical skills of entering students and to provide assistance for students with inadequate skills.

Math 106/Math 107 Core Sequence

Purpose: The primary purpose of the MATH 106/MATH 107 sequence is to provide biology students with a survey of quantitative situations in the fields of life-science and business and to provide them facility with the mathematical tools of differential and integral Calculus and technical tools that can be used to analyze them.

Expected Results: The effectiveness of the sequence will be evaluated through student mastery of basic skills, student communication of technical ideas, and student retention.

Assessment Procedures: The course coordinator analyzes and reports on results from the common core exam questions and term grades.

Assessment Results:

1. The MATH 106 course coordinator will continue to monitor the syllabus and seek to remove poorly worded problems from the common part of the final exam.

2. The department curriculum committee will consider a possible change of emphasis and/or change of material in MATH 106.

3. Funds will be requested from the college to provide for adequate staffing of the Mathematics Lab, and

4. Funds will be requested to set up a placement exam to determine the mathematical skills of entering students and a process for assisting students with inadequate skills.

E. Social Science Core Requirement

The Social Science core requirement may be met through the completion of any one of four (4) specially designed courses offered by the Department of Political Science or the Department of Psychology. These courses are designed to introduce the student to the social sciences in general and to familiarize them with the methods of the social sciences (hypothesis construction, research design, data collection, hypothesis testing, elementary data analysis, etc.). Special attention is given to the applications of these methods in understanding one of the social sciences.

Psychology 209

Purpose: This course introduces students to the methodology of the social sciences. From a basic psychometric and experimental foundation, students learn scholarly search strategies through CD-ROM databases and print indices. Emphasis is placed on reading, writing, and oral communication as students become better consumers of social scientific knowledge.

Expected Results: Students will attain a 70% comprehensive evaluation level.

Assessment Procedures: The professors have worked as a team over the years to produce an evaluation plan that includes formal student feedback, student focus groups, professor focus groups, and outcome measurement. The department continues to administer the college-wide course evaluation forms. Each semester, an unannounced comprehensive test is given on the last day of class.

Assessment Results: Across the four sections of this course, the average performance on the unannounced comprehensive test on the last day of class in Fall 1995 reached 70% compared to 46% reached on the first day of class. In Spring 1996, the average performance reached was 74% on the last day of class compared to 46% on the first day, and 70% of the students reached the 70% level. The course GPR was 2.93 in Fall 1995 and 2.59 in Spring 1996. The consistency of achievement across the sections suggests that, while professors are using their own style and their own examples, the course content is consistent across sections. Twenty percent of the comprehensive test is represented by free response items (fill in blanks with phrases). Scores on these items were more significantly related to student GPA than scores on the multiple choice items. As the department continues to develop the course, the ratio of free-response to multiple-choice response scores on the comprehensive test may indicate how well the students are applying, not just memorizing, the material. Three faculty members developed a textbook comprised of carefully selected and edited empirical readings. Both students and professors have reported through formal and informal assessments that the book is both readable and read. The rate of reading compliance has increased. The introductions and glossaries that appear before each reading seem to be effective.

F. Skills

Purpose: The Citadel requires that each course approved as part of the General Education/Core Curriculum offerings address certain skills. One of these skills is resource and reference usage. Each student at The Citadel must complete one of three specially designed Core Curriculum Social Science courses. In one of these courses, "Psychology of Individual Behavior" (PSYC 209), a joint research project between The Citadel's Daniel Library and the Department of Psychology at The Citadel was developed to assess the effectiveness of course-specific library instruction.

Expected Results: It was predicted that collaboration between course and library faculty in the development of both assignments and instruction would lead to positive measurable outcomes.

Assessment Procedures: Students enrolled in Psychology 209 are required to present group research projects. Through readings, lectures, and class discussions, each student group formulates a hypothesis on some aspect of individual behavior and then researches the psychology literature to identify sources supporting their hypotheses. In Fall 1995, prior to the library instruction session, all Psychology 209 students were given a library usage and attitude survey and pre-tested to measure research skills. The survey and pre-test were administered in class by the course professor. Students were instructed in the PsycLIT database and the search techniques required to use the PsycLIT database to locate empirical research and incorporate it into the project as well as how to evaluate results. At the end of the semester, students were again surveyed and post-tested.

Assessment Results: As hypothesized, participating students showed evidence of change across the semester during which the instruction was offered. The researchers plan to continue to evaluate library instruction using controlled designs. This project was presented at the American Library Association Annual Conference in July 1996, and has been submitted for publication (Daugherty & Carter, 1996.) Based on these results, other Core Curriculum instructors will be urged to incorporate library instruction in their courses.

2. Majors or Concentrations

Chemistry

Purpose:

B.A. Program: Students who complete this degree will have the background necessary to gain admission into post-graduate studies in chemistry, medicine, and dentistry. Additionally, they will have a sufficient foundation to enter industrial positions in the same general areas. By prudent selection of elective work, students are able to tailor their degree programs to match personal expectations.

2. B.S. Program: Students who complete this degree program will have a more in-depth background in chemistry than that provided in the B.A. in Chemistry program. As a result of this higher level of coverage, the students who complete this program will be better prepared to pursue the more "research-oriented" areas of chemistry as well as the opportunities open to the B.A. degree holders. In particular, this program will prepare students for research positions in industry, entrance into Ph.D. programs in Chemistry, and graduate programs in Chemical Engineering.

Expected Results:

1. B.A. Program: Once this program is completed, the successful student will have a very broad background in chemistry as a discipline. The student will initially be given a knowledge of the general ideas and theories that comprise the basic foundation for the study of chemistry. With this foundation, the students will then acquire expertise in the four traditional areas of chemistry: organic, inorganic, physical, and analytical. In particular, it is expected that the student will develop a firm understanding of chemical kinetics and thermodynamics, quantum mechanics, designing chemical synthesis, mechanisms of chemical processes, organic and inorganic reactions, quantitative and instrumental analytical techniques, and professional skills such as literature searches, oral presentations, and written reports. Additionally, the laboratory aspects of these courses are designed to reinforce the principles described above.

2. B.S. Program: The student in the B.S. program will acquire the same skills as described for the B.A. Program in Chemistry. However, these skills will be supplemented by more in-depth coverage of cross-discipline topics such as spectroscopic chemical analysis, biochemical systems, independent research projects, and advanced synthesis techniques involving organic, inorganic, and organometallic compounds.

Assessment Procedures: For the past four years we have been maintaining student portfolios within the Chemistry Department. These portfolios contain copies of the students' major works: final exams, major papers, research thesis, etc. We now have complete portfolios for the classes of 1995 and 1996. Each year, the head of the Department of Chemistry distributes a questionnaire to the graduating seniors and holds an exit interview to go over their responses. A copy is included as an appendix. A third assessment tool is the Citadel Experience Survey distributed to graduating seniors by the Office of Planning and Assessment.

Assessment Results:

Student Portfolios: A review of the items in the seven portfolios indicates that we satisfactorily covered the four major areas of chemistry during the course of the students' careers at The Citadel and provided the students with a strong theoretical background. Their performances on the final exams for all their respective chemistry courses demonstrated they mastered the topics of the courses to a degree that would provide a reasonable chance for success in future courses and/or in their future careers. Additionally, the quality of the BA or BS theses provided evidence that the students were successful in attaining a sound (and broad) theoretical and practical knowledge base in chemistry. Furthermore, the emphasis that was placed on writing the thesis and defending the thesis before the faculty committee provides the student with experience in dealing with a technically oriented peer group in a formal setting. Overall, no deficiencies were noted by the committee with regards to meeting the goals of the programs.

In addressing equipment upgrades, the school and the department are currently exploring assessment-based budgeting which might allow for the inclusion of an equipment line item in future budgets that may be used for instrument upgrades. In addition, our assessment cycle calls for a facilities evaluation in the Spring of 1997. At that time, we should have a good handle on what pieces of equipment need upgrading, replacing, and/or additions to the holdings.

English

Purpose: The primary mission of the English Department is to teach three groups of Citadel students to write clearly and effectively and to read, appreciate, and respond thoughtfully to literature. These groups are undergraduates fulfilling the requirements of the college's core curriculum; undergraduate English majors; and graduate students working toward the M.A. or the M.A.T. degree. At the same time, the department is called upon to contribute to the discipline of humanities and letters through scholarly and professional activity, and to the state and local community through participation in appropriate activity related to the humanities. English majors will be taught literary history, critical thinking, interpretation, and writing. They will receive advanced instruction in the procedures of critical interpretation. Each English major should be able to conduct independent research in literary studies at a level worthy of a graduate of a liberal arts college and to present his findings in writing, clearly and correctly.

Expected Results:

1. A majority of graduating English majors should indicate satisfaction with their experiences with the Department of English in responding to the "Citadel Experience Survey".

2. A majority of graduating English majors should respond positively to questions asked at the departmental exit interview regarding the quality of instruction in the department in terms of the degree of challenge of the program, the instructors' knowledge of the subject matter, the instructors' availability, the instructors' enthusiasm for teaching, the instructors' degree of preparation, and the instructors' personal helpfulness.

3. A majority of graduating English majors should be able to demonstrate adequacy in the following areas in a research paper written during their last semester in English 319 ("Milton"): use of standard English, clarity

and precision of expression, organization and development, literary analysis, adherence to standard research format, maturity of thought, and knowledge of the subject matter of the research paper.

Assessment Procedures: A committee composed of four faculty members from the English Department selected sample student papers of the fourteen English majors in English 319 ("Milton"). This committee established seven criteria on which these papers were evaluated.

In addition, responses from graduating seniors to relevant items on the "Citadel Experience Survey" and responses to questions asked during the department exit interview were analyzed.

Assessment Results:

English majors will be engaged in more research (i.e. assignments such as annotated bibliographies, bibliographic essays, book reports, and research papers) at the sophomore level and above, and a separate course or required workshops will be added at the junior level on bibliography and methods of literary research.

Mathematics

Purpose:

1. B.A. Program: The primary purpose of the B.A. program is to provide a curriculum for majors that will facilitate the development of a background of basic information and conceptual understanding needed to enter occupations in which technical skills in mathematics may be useful.

2. B.S. Program: The primary purpose of the B.S. program is to provide a curriculum for majors that will facilitate the development of a background of basic information and conceptual understanding needed to enter occupations that regularly require analysis of technical situations and/or to enter graduate programs in an area related to mathematics.

Expected Results: The effectiveness of the program will be evaluated through student mastery of calculus skills, student command of problem solving skills and communication of mathematical ideas, student satisfaction, and graduate employment.

Assessment Procedures: The coordinator analyzes and reports on results of the calculus skills exam. The one credit hour capstone course, "Senior Seminar in Mathematics" (MATH 492), is used as an assessment tool. In this course, each senior major is required to complete both an oral presentation and written report on an advanced topic in mathematics. Additionally, students work on complex problems whose solutions incorporate methods from more than one area of mathematics. A panel of department faculty headed by the course instructor evaluates the student presentations, written reports, and problem solutions. Each spring, the department and the Office of Planning and Assessment administer surveys to graduating seniors.

Assessment Results: Major components of the assessment procedure for B.S. and B.A. programs were implemented only this year. Consequently, the results involve only a small amount of data collected over a limited time period. Nevertheless, the process has been a valuable learning experience and has identified areas the department needs to address.

Expectations in calculus skills, problem solving skills, and communicating mathematical ideas appear to be met by the limited number of students who participated in the assessment program. Survey results reinforced by the department's survey suggests that the department should place additional emphasis on student-centered activities to recruit and retain more majors.

Psychology

Purpose: The Department of Psychology provides an undergraduate major based on a broad liberal education model where the humanities and the sciences are integrated through an emphasis on the study of behavior. Students in psychology develop an approach to learning which combines an empirical, objective,

methodological foundation built upon observational and statistical strategies with skill in discerning patterns across data which permits theory construction and analysis.

Expected Results/Assessment Procedures/Assessment Results: Students who graduate from this major are expected to have a broad knowledge base and the data analysis skills which would support graduate study. They also should be well prepared for employment in positions which require understanding and motivating others. The Department of Psychology believes that its students can reach their full academic potential only through the efforts of a highly motivated, professionally active faculty, and to that end, the Department has developed a complex process for the evaluation of its faculty that includes teaching, scholarly activity, and service. All aspects of this assessment program are detailed in the full report to the CHE. For this abbreviated report, only student knowledge is presented.

Student Knowledge

Expected Results: The mean score of each graduating class of psychology majors on the Major Field examination will be in at least the 70th percentile.

Assessment Procedures: The Department of Psychology recognizes the best indicator of instruction to be the level of student knowledge. Given this fact, the department has administered the Major Field examination in psychology to all of its undergraduate seniors.

Actual Results: For the 1996 graduating class of psychology majors, the mean score fell at the 77 percentile nationally indicating that 77% of the college students in the United States who took the exam fell below those at The Citadel. Given the relative low SAT scores of students from South Carolina, we believe that this level of achievement indicates superior instruction. Each faculty member is provided with information on the results of their students on the Major Field exam. This examination provides not only a total score but also a score on six different content areas in the field of psychology. Because the Department of Psychology at The Citadel is relatively small and faculty members tend to teach the same courses each year within the major, it is possible to use this information from the different content areas to inform the faculty members about how well the students are acquiring knowledge in their courses.

3. Performance of Professional Program Graduates on Licensing and Certification Exams

Purpose: The quality of a pre-professional program may be assessed in part through the performance of its graduates on licensure and certification exams. The Citadel monitors these exams in Education and Engineering.

Assessment Results: Test scores will be monitored annually by the Office of Planning and Assessment.

Expected Results in Civil Engineering: The department expects that 80% of all eligible students will take the Fundamentals of Engineering examination in any given academic year and that the passing rate will be at a minimum of 90% of the national average.

Actual Results in Civil Engineering: Out of a total graduating class of 40 students for the 1995-96 academic year, 33 eligible graduating seniors took the Fundamentals of Engineering Examination, and 21 attained passing grades. The following summary is provided:

Assessment Descriptor	Goal	Attained	8yr.Avg.
Testing agency passing rate	50%	(24/49)* 49%	46.6%
Graduating seniors taking FE Exam	90%	(33/40) 83%	82.6%
Effective pass rate of graduates taking FE one or more times	60%	(21/33) 64%	59.1%
Seniors who obtained FE certificate prior to graduation	50%	(21/40) 53%	48.8%

*Includes double counts for two-time examinees and single counts for students expected to graduate in subsequent academic cycles.

Expected Results in Education: All graduates will complete the NTE examination in their specialty area with a passing score; all graduates will complete the NTE Professional Knowledge Examination above the state minimum; and all graduates will complete the Assessment of Performance in Teaching evaluation Instrument with a score at or above the state minimum of 44.

Actual Results in Education: All graduates are not achieving the hoped for 100% pass rate in the National Teachers Examination specialty area. All certification programs met the 100% pass rate except Physical Education, Science, and Biology. As part of its preparation for the NCATE reaffirmation visit in Fall 1997, the Teacher Education program is under a complete review.

National Teachers Exam Overall Pass Rates	1993-1994	1994-1995	1995-1996
Professional Knowledge			
All Tested	92%	92%	94%
Graduates Only	100%	94%	94%
Specialty Area			
All Tested	96%	95%	84%
Graduates Only	91%	77%	92%

Expected Results in Electrical Engineering: The department expects a minimum passing rate of 80% of the students taking the Fundamentals of Engineering/Engineer-in-Training Examination.

Assessment Descriptor	Goal	Attained	8yr.Avg.
Testing agency passing rate	50%	(6/12)* 50%	65.1%
Graduating seniors taking FE Exam	80%	(11/27) 41%	76.2%
Effective pass rate of graduates taking FE one or more times	70%	(6/11) 55%	92.0%
Seniors who obtained FE certificate prior to graduation	56%	(6/27) 22%	62.3%

*Includes double counts for two-time examinees and single counts for students expected to graduate in subsequent academic cycles.

4. Reports of Program Changes That Have Occurred as a Result of External Program Evaluation

There have been no program changes in 1996 as a result of external program changes.

5. Academic Advising

This component was reported on in 1995 and will next be reported on in 1997.

6. Entry Level/Developmental Education

The Citadel offers no entry level/developmental education courses.

7. Admissions Prerequisites

Percentage of New Freshmen Who Met All Prerequisites for College Admission

	1993	1994	1995
All Freshmen	96	96.5	95.8
S. C. Residents	96	95.9	97.7
Non-Residents	95	97	96.4

8. Transfers

Data in this area is not required of this institution.

9. Retention/Attrition

Mission: Through its Cadet Program, The Citadel attempts to combine academic excellence with the best features of a structured military environment. The overarching goal of The Citadel's educational program is to prepare its graduates for positions of leadership in a variety of professions and careers.

The Citadel admits students early in the fall of each year, and since the challenges of The Citadel educational experience begin for entering freshmen even before academic classes, it is critical that students bring with them the intellectual tools and academic background necessary for success in the challenging educational environment. Retention at The Citadel, therefore, begins with recruiting and admission.

The nature of the cadet experience and the expectations of The Citadel's academic programs build class unity and demand satisfactory academic progress toward meeting degree requirements. Therefore, graduating with your cadet class in four years is an expectation and a strong motivator.

The goal of The Citadel in retention/attrition is, therefore, to recruit a qualified entering class and provide support services that will enable a substantial percentage of these students to meet degree requirements in four years.

Expected Results:

1. Recruiting: The Citadel will recruit for entry each fall, a class of 600 to 625 fully qualified young men and women.

2. Retention/Attrition: Historically, attrition has occurred most heavily at three junctures in The Citadel's educational process--during Fourthclass Training prior to the beginning of academic classes, during the freshman year, and during the upperclass years.

a. Attrition during Fourthclass Training: Over the past six years, attrition during this period has ranged from a low of 6.9% to a high of 11.6%.
Success Rate: Attrition during this period should not exceed 8%.

b. Attrition after freshman enrollment and prior to the beginning of the sophomore year: Over the past six years, attrition during this period has ranged from a low of 16.3% to a high of 19.9%.
Success Rate: Attrition during this period should not exceed 15%.

c. Attrition from upperclasses: Over the past six years, The Citadel's 4-year graduation rate has ranged from a low of 57% to a high of 67%. During that same period, the 5-year graduation rate has ranged from a low of 67% to a high of 75%.
Success Rate: At least 70% of each entering class will meet degree requirements within four years, and at least 75% will graduate within five years.

Assessment Procedures: Personal interviews are held with individuals who leave the College during an academic semester. Those who fail to return for a semester are contacted through a survey sent out by the Office of Planning and Assessment.

Assessment Results: Since new students enter The Citadel only in the fall semester and since the size of the incoming class is fairly fixed by housing limitations, any decreases in the size of the entering class or any increases in freshman or upperclass attrition, regardless of how slight, are taken very seriously by the College. Over the past several years, The Citadel has experienced both these critical indicators and has employed two consultants to help provide better understanding of what actions should be taken to address both recruiting and retention/attrition issues. The following actions have been taken.

1. Three permanent, full-time recruiters have been added to the staff.

2. The position of Dean of Enrollment Services has been redefined as Dean of Enrollment Management, and this position has been filled with an individual who can help the College build an aggressive, professionally sound, technologically advanced, and market-wise recruiting process that will consistently generate an adequate applicant pool from which each entering class for the Corps of Cadets can be selected.

3. Preliminary reports from the retention/attrition consultant indicate that academic and financial challenges are playing strong roles in the decision by our students to leave. This has led to a careful review and a philosophical shift in how financial aid should be used in student recruitment. The College is also continuing its efforts to gain funding for the renovation of Thompson Hall. This project will provide the space necessary to consolidate academic support services, and this consolidation is a first step in enhancing these services and improving their effectiveness.

10. Minority Access/Equity

Minority Undergraduate Enrollment and Minority Undergraduate Degrees Earned						
Category	1992			1995		
	African-American #	Total #	African-American %	African-American #	Total #	African-American %
A. Enrollment 1. Number and Percentage of African-American Undergraduate Students	146	2,185	6.7%	181	2,160	8.4%
B. Degrees Earned 1. Number and Percentage of African-American Associate Degree Recipients	N/A	N/A	N/A	N/A	N/A	N/A
2. Number and Percentage of African-American Bachelors Degree Recipients	20	440	4.5%	21	454	4.6%

11. Academic Performance of Student Athletes

Purpose: It is our purpose to ensure that our student athletes continue to make satisfactory progress toward meeting graduation requirements.

Expected Results: The academic performance of our student athletes compares favorably with the performance of our student body as a whole.

Actual Results: The reported four-year graduation rate of 76% and six-year rate of 89% for all student-athletes in the Freshman Cohort of 1989 who received an athletic grant-in-aid is higher than the reported four-year graduation rate of 59% and six-year rate of 73% for all students in the Freshman Cohort of 1989.
The graduation rate for men's football athletes was 94%, men's basketball was 67% compared to a 73% graduation rate for all students.

Some statistics about our student athletes follow:

Fall 1995

	TEAM SIZE	GOLD STAR/ DEAN'S LIST	% ON GOLD STAR/ DEAN'S LIST	AVERAGE GPA
Football	110	10	9%	2.313
Baseball	40	7	18%	2.667 *
Basketball	16	1	6%	2.070
All Students			23%	2.657

* Exceeds college figures for Fall 1995

Average SAT Scores for First-Time, Full-Time Freshmen

	1993	1994	1995
Football	902	862	902
Baseball	973	934	958
Basketball	1033	768	918
All Freshmen	955	975	973

12. Procedures for Student Development

The responsibility for helping our students develop outside the classroom is assumed by a number of separate offices and activities. A number of these will be consolidated with the renovation of Thompson Hall. Bond funding for this project has been requested by The Citadel each year for nearly a decade and has been ranked at times as the highest priority for the state. It has, however, not yet been funded. It is believed that consolidation of Student Development Activities will improve efficiency and effectiveness. Until that consolidation, assessment of individual activities will continue.

Writing Center

Purpose: The Writing Center has as its primary focus the enhancement of writing skills in The Citadel community. Special attention is given to the writing skills of first-year students who attend individual tutorials and group workshops. Because of the interdependence of writing, reading, and study skills, The Writing Center has parallel, but subsidiary, responsibilities to assist students in reading and learning strategies. Toward meeting student needs in these areas, The Center sponsors enrichment activities and assures its efforts are in concert with the objectives of the academic departments. In pursuing its goals, The Writing Center staff--twenty permanent and part-time professionals, graduate and undergraduate students--recognizes its responsibility in four primary service areas: Writing, Wordprocessing and Graphics, Learning Strategies, and Communication Across the Curriculum (CAC).

Expected Results: The success of academic support services is measured by 1) the choice of multiple services engendered to provide academic support for the college, 2) the number of clients who avail themselves of the services, 3) evaluations of the quality of services performed, and 4) Master's Level Certification from the College Reading and Learning Association.

Assessment Results: In the 1995-96 academic year, the Writing Center reported 6,810 individual sessions, 1,062 workshops, 1,595 CAC activities, and 621 community activities for a total of 10,088 contacts.

The Citadel's Writing Center is the only writing center in the Southeast to receive master's level certification from the College Reading and Learning Association. Faculty participation in Communication Across the Curriculum activities almost tripled this year. The CAC Committee also co-sponsored the first Writer's Conference with the English Department.

13. Library Resources and Services

Purpose: The Daniel Library participates in the teaching, research, and public service programs of The Citadel: by providing access to scholarly information; through the acquisition, organization, management, preservation, and arrangement of collections for access and use; through the provision of supportive reference and instruction services; and through a variety of cooperative and reciprocal programs in the local area, the region and the state. The Daniel Library will continue to be a place in which to access information resources both physically and electronically. However, through electronic networking we will seek ways to deliver information to users at the point and moment of need.

Expected Results: Users will be provided adequate, comfortable research and study space. This expectation will be considered to have been met when overall assignable space and number of seats prescribed by the Association of College and Research Libraries are reached.

Assessment Procedures: Richard Boss of Information Systems Consultants, Inc. (ISCI) was hired as a space consultant, and his report, "Planning Improved Main Library Facilities for The Citadel's Daniel Library", submitted on June 26, 1996, will provide a blueprint for both short range and long range facility planning.

Actual Results: By accepted professional standards for collection size and student study space, there is a space deficiency of 9,340 square feet. The Citadel is preparing a three-year plan for addressing space issues. This plan will include a more efficient use of existing space as well as the construction of an upper floor on an existing wing.

Expected Results: Users will be provided adequate, comfortable research and study space. This expectation will be considered to have been met when overall assignable space and number of seats prescribed by the Association of College and Research Libraries are reached.

Assessment Procedures: User statistics are kept in all major service areas.

Actual Results: Interlibrary Services has been a star player in our efforts to expand user access to needed materials. We borrowed 6,713 articles and books for Citadel patrons in the past academic year, and loaned 1,658 items to other libraries. Total transactions, including unfilled requests were 10,017.

Expected Results: Students who participate in the bibliographic instruction program demonstrate improved search skills and a more positive attitude about the use of library resources.

Assessment Procedures: Pre- and post-tests are used to determine success of each instruction session, and surveys and questionnaires are used to determine user satisfaction.

Actual Results: Our library faculty are actively involved in assisting scholars in locating appropriate materials for research and teaching. Through its bibliographic instruction program, the Library teamed with teaching faculty in the classroom to offer 136 classes that reached 3,637 students. Every 4th class student received two hours of library instruction, and completed the workbook section of The Daniel Library User's Manual.

Expected Results: A significant percentage of our users will use our on-line system and will be able to meet their needs through this system.

Assessment Procedures: The number of contacts with our on-line system will be closely monitored.

Actual Results: The on-line library information system recorded more uses than ever before of the more than 21 citation databases, in addition to the Library's on-line catalog, mounted on The Citadel VAX. Statistics for The Citadel VAX include: average citation database connects per week of 858 and average on-line catalog connects per week of 1283. The full text subscription to the Encyclopedia Britannica, with delivery over the Internet, two new databases, the Magill Survey of Science and the Air University Library Index to Military Periodicals are now available.

Expected Results: User needs are anticipated, and faculty and staff prepare themselves to meet these needs through professional development. Library staff are all cross-trained to ensure the uninterrupted provision of a full range of information services.

Assessment Procedures: User satisfaction surveys are distributed and reviewed.

Actual Results: Staff are working to stay in tune with changes in information technology. Two Internet training sessions were well attended. Additionally, seven LTA's attended the all-day para-professional workshop sponsored by SCLA. Faculty and staff received in-depth training using the Southeastern Library Bindery software. Also, a week-long, formal training session for serials control was held at The Citadel by our systems vendor, DRA, with costs shared by The Citadel and Charleston Southern University.

Expected Results: Library collections will be managed and developed to provide an appropriate balance between "access through electronic media" and actual "ownership" of materials and documents. User needs are met efficiently and effectively, and appropriate standards for collection size of the Association of College and Research Libraries are met.

Assessment Procedures: User satisfaction surveys are distributed and reviewed, and the size and composition of the collection are closely monitored.

Actual Results: The Daniel Library collections grew to a total of 320,983 volume equivalents. This volume equivalent figure includes 187,331 bound volumes, 1,104,211 microforms, 437 cartographic units, 33 audio cassettes, 1008 video recordings and 171 electronic databases. New acquisitions included: 3,249 books, and 53 video recordings.

The management of the library's collection resources will be enhanced by a bulk-book buying arrangement with Blackwell, North America. Our vendor will ship needed monographs automatically on a twice a month schedule, providing us with a 12% overall discount, and timely delivery of scholarly materials. To correctly identify the needed books in advance, the Library with the assistance of departmental representatives, carefully analyzed the Citadel's entire college curriculum, the levels and types of subject coverage needed for each discipline, and crucial publishers.

Expected Results: The reputation of the Library is enhanced as a community center for information exchange and intellectual growth.

Assessment Procedures: Community support in terms of those listed as Daniel Library Friends and funds raised will be closely monitored.

Assessment Results: The Daniel Library created a Daniel Library Friends organization in March of 1996. Over 100 individuals have joined the Friend's organization, and funds of over $3,000 have been committed to a collection endowment.

14. Administrative and Financial Process and Performance

Based on the institution's schedule of reporting, a report for this component will be submitted to the Commission on Higher Education in July, 1997.

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15. Facilities

Based on the institution's schedule of reporting, a report for this component will be submitted to the Commission on Higher Education in July, 1998.

16. Public Service

Based on the institution's schedule of reporting, a report for this component will be submitted to the Commission on Higher Education in July, 1999.

17. Research

Based upon the institution's schedule of reporting, a report for this component will be submitted next to the Commission on Higher Education in July, 1997.

CLEMSON UNIVERSITY

Introduction

This summary report for Clemson University includes:

Majors or Concentrations, Performance of Professional Program Graduates on Licensing and Certification Exam, Academic Advising, Entry-Level Placement and Developmental Education, Academic Performance of Student Athletes, and Procedures for Student Development.

The following remaining components will be reported on in the annotated year:

General Education (1997), Analysis of Undergraduate Retention and Attrition (1997), Library Resources and Services (1998), Administrative and Financial Processes and Performance (1998), Facilities (1998), Public Service (1998), and Research (1998).

The following components are to be reported by the CHE:

Reports of Program Changes that have Occurred as a Result of External Program Evaluations, Success of Entering Students in Meeting College or University Admissions Prerequisites, Achievement of Students Transferring from Two to Four Year Institutions, and Minority Students and Faculty Access and Equity.

Of the six components on which Clemson is reporting this year, particularly interesting results have been obtained in the following:

Academic Advising:

A greater percentage of students are reporting satisfaction with the information provided by their advisors than at any time in the past. Economics, Finance, and Psychology have made changes in the way their advising is conducted based on information collected as part of their assessment activities.

Academic Performance of Student Athletes:

The GPA for the student-athletes during the 1995-96 year was the highest on record. A new mentoring program was instituted and those who participated had a significantly higher GPA at the end of the semester.

Student Development:

Students reported much higher satisfaction with campus recreation, parking, bus services, counseling services and university housing after improvements were made to these services and facilities as a result of previous assessments.

1. General Education

This component was reported on last in 1994. Based on the schedule of reporting, this component will be reported on next in 1997.

2. Majors or Concentrations

The purpose of the assessment of majors or concentrations is to insure that undergraduates receive a high quality education at Clemson University. The following departments are completing a self-study in time to report this year. Two departments, Physics and Textile Science, reported on this component last year and are not required to report again this year. The summaries of activities from those listed below are attached as an appendix to the full Institutional Effectiveness Report. Changes made as a result of assessment activities range from curriculum changes, to handbook publication, to advising changes.

Although none of these changes may be individually recognized as spectacular, the total result is general improvement in the educational program.

Art:	Bachelors Program
Art:	Masters Program
Chemistry:	Bachelors Program
Chemistry:	Masters Program
Geology:	Bachelors Program
Graphics Communications:	Bachelors Program
Physics:	Bachelors Program
Textile Science (Fiber and Polymer):	Bachelors Program
Textile Science (Textile Chemistry):	Bachelors Program

3. Performance of Professional Program Graduates on Licensing and Certification Exams

The purpose of monitoring the licensing pass rates of Clemson students is to determine if the curriculum and methods are adequately preparing Clemson students with the skills necessary to be successful in passing and receiving certification. The rates indicate that Clemson students exceeded the national pass rate on most of the quarters for which data are available. It is interesting to note that the Clemson rate, as well as the national rate, has decreased since the new testing format and timing was initiated. Based on the fact that Clemson students are exceeding the national average on most quarters, Clemson does not have plans to change the curriculum or methods used in nursing preparation. The trends will be monitored by the faculty and if changes are needed, they will be made.

Students taking the licensing examination in education must take two sections: the Professional Knowledge Examination (PKE) and the Specialty Area Examination (SAE). The success rates are currently above 94% for the PKE and above 85% for the SAE. Those rates are monitored by the faculty in the College of Education and are currently high enough to be considered an indicator of success for the program. During the January administration, the rate dropped to 75%. However, only eight students took the examination during that administration. When small numbers take the examination, the results are not reflective of the "real" pass rate for an institution. When the numbers are very small, such as this administration which had only eight, one person passing or failing makes a major impact on the rate. The rates will continue to be monitored and if a negative trend is discovered, the faculty will determine appropriate measures to be taken.

4. Reports of Program Changes That Have Occurred as a Result of External Program Evaluations

There have been no program changes in 1995 as a result of external program evaluations.

5. Academic Advising

The purpose of academic advising at Clemson is to assist the student in scheduling courses so as to fulfill the requirements of the degree program. For the past four years, the number of students reporting satisfaction (a combination of those reporting satisfied or very satisfied) was 54.2%, 57.4%, 58%, and 58.8% respectively. Not only does this represent a majority, which fulfills the expected result, but it also indicates an upward trend of students being more satisfied with academic advising over the four year period.

Data from the six year graduation rate, as required by the Student Right to Know legislation, indicate a six-year graduation rate of around 71% for all first-time full-time students who made up the original cohort. This graduation rate is above the rate required for success in meeting expected result two. As additional information regarding the Clemson graduation rate, Postsecondary Educational Opportunity recently did a study of graduation rates of national universities in which the SAT scores were used to develop a "predicted" graduation rate which could then be compared with the "actual" graduation rate of the university. Clemson was found to have a predicted rate of 59% and an actual rate of 71%.

For the last four years the percentage of students reporting satisfaction with the availability of their advisor was 49.4%, 56% , 56.4%, and 59.5% respectively. Clemson was pleased to note the increase in the percentage of students reporting satisfaction with advisor availability. For the last four years the percentage of students reporting satisfaction with the value of the information provided by advisors was 44.4%, 47.8%, 48.8%, and 48.6% respectively. Although this does not meet the requirements of expected result four, there is some solace in the general upward trend.

The Provost has appointed a task force to study academic advising and make recommendations for improving the advising process. Several members of the task force attended a workshop in Columbia which was sponsored by the South Carolina Assessment (SCHEA) Network. The workshop was led by Dr. Chip Anderson, from UCLA, a recognized leader in academic advising. After studying the advising process, the task force will make recommendations for changes in the academic advising process and the resulting changes will be assessed with an expectation of improvement in both satisfaction with advising and in satisfaction with the value of information provided by the advisor.

Several departments are using their assessment findings to make improvements to the academic advising process. The following three are indicative of some of the improvements being made within departments as a result of the regular assessment process:

Economics

Alumni surveys and graduating student surveys indicated that students were not as satisfied with academic advising (both on career planning and curriculum issues) as faculty in the department felt they should be. As a result, two faculty members have been appointed junior-senior advisors and a brochure has been developed to assist them with advising duties.

Finance

Senior exit interviews consistently mentioned a need for improved career counseling, explanation of career opportunities in finance, a feeling that faculty were not concerned about interest in student progress, and a need for improved academic advising. As a result, each student is now assigned an advisor in the department (previously the department used a central advising office in the college). This action, personalizing academic advising and using faculty in the department is also expected to improve the student faculty relationship and the ratings of faculty being interested in student progress is expected to improve. Additionally, a symposium on career counseling will be held during the fall semester.

Psychology

Alumni surveys identified a need for more proactive advising concerning career and graduate school preparation needed during the freshman and sophomore years. The department developed a comprehensive handbook and distributed it to all undergraduate psychology majors. With the assistance of Psi Chi and the psychology club, a peer advising service was instituted.

Additionally, as part of the assessment committee activity, a comprehensive survey was completed regarding the various advising activities taking place on campus. The results of the survey are attached as Appendix B to the full Institutional Effectiveness Report. This is the first time such a survey has been conducted and it is hoped that acknowledging these activities on campus will foster cooperation and involvement in improving the programs and services associated with advising.

6. Entry-Level Placement and Developmental Education

Clemson no longer offers developmental courses for which students may choose to enroll. The content of the developmental English course is only offered through the athlete enrichment program on a fee basis as tutoring for athletes who need help in English skills before taking the regularly offered first course in English.

7. Success of Entering Students in Meeting College or University Admissions Prerequisites

Percentage of New Freshmen Who Met All Prerequisites for College Admission

	1993	1994	1995
All Freshmen	99	97.3	99
S. C. Residents	99	98	99.7
Non-Residents	98	95.9	97.8

8. Achievement of Students Transferring from Two to Four Year Institutions

This component is not applicable to our institutional type.

9. Analysis of Undergraduate Retention and Attrition

This component was reported on last in 1995. Based on the schedule of reporting, this component will be reported on next in 1997.

10. Minority Students and Faculty Access and Equity

Minority Undergraduate Enrollment and Minority Undergraduate Degrees Earned

Category	1992			1995		
	African-American #	Total #	African-American %	African-American #	Total #	African-American %
A. Enrollment						
1. Number and Percentage of African-American Undergraduate Students	1.125	13,305	8.5%	181	2,160	8.4%
B. Degrees Earned						
1. Number and Percentage of African-American Associate Degree Recipients	N/A	N/A	N/A	N/A	N/A	N/A
2. Number and Percentage of African-American Bachelors Degree Recipients	106	2,602	4.0%	21	454	4.6%

11. Academic Performance of Student Athletes

For the 1995-96 year, student-athletes compiled an overall GPA of 2.56 for the fall semester and 2.57 for the spring semester. This is the highest combined GPA on record for Clemson student-athletes. In addition, there were 126 student-athletes and 28 managers or trainers on the honor roll Spring 1996, also the highest figure on record.

A new mentoring program was instituted to help student-athletes perform better academically. The 23 athletes who completed the program increased their cumulative GPA from 1.89 to 2.43, a significant increase. The teaching of learning skills, strategies, and engagement skills by the mentor has made a significant impact on those student-athletes. It has also enabled student-athletes to feel more comfortable about seeking out assistance.

Clemson student-athletes are still not graduating at a rate comparable to the general student body and this remains an area of concern. A50% graduation rate for the football athletes and the basketball athletes was lower than the 72% graduation rates of all students. It is important to note that a student-athlete's decision to remain at Clemson can be influenced by many factors. Some student-athletes may decide to transfer in light of better opportunities to participate elsewhere. Unfortunately, those who transfer or leave school early to pursue a professional sports career reflect negatively on the Clemson University athletic graduation rate.

12. Procedures for Student Development

A recent survey conducted by Student Affairs indicates a significant increase in student satisfaction in the majority of areas for which that division is responsible. Many of the improvements in satisfaction ratings are directly attributable to changes made as a result of previous assessments of student satisfaction. Particular improvements were noted in the areas of Campus Recreation, Bus Services, Parking, and University Housing. Additionally, students who used the Counseling and Psychological Services of the University also reported increases in satisfaction with the services provided. Along with determining which areas had shown significant improvement as a result of changes which have been made, Student Affairs also collected useful information regarding which areas still need to be addressed. The survey is conducted regularly as part of the ongoing assessment of the Student Affairs Division and the results are used to make necessary improvements to programs and services.

13. Library Usage and Collection Development Procedures

This component was reported on last in 1995. Based on the schedule of reporting, this component will be reported on next in 1998.

14. Administrative and Financial Processes and Performance

This component was reported on last in 1995. Based on the schedule of reporting, this component will be reported on next in 1998.

15. Facilities

This component was reported on last in 1995. Based on the schedule of reporting, this component will be reported on next in 1998.

16. Public Service

This component was reported on last in 1995. Based on the schedule of reporting, this component will be reported on next in 1998.

17. Research

This component was reported on last in 1995. Based on the schedule of reporting, this component will be reported on next in 1998.

COASTAL CAROLINA UNIVERSITY

Introduction

The following components of the Coastal Carolina University Institutional Effectiveness Report are being submitted for 1996:

1) interim reports on majors in computer science and mathematics;
2) performance of professional graduates on licensing and certification exams;
3) entry-level placement and developmental education;
4) academic performance of student athletes;
5) library resources and services; and
6) facilities.

The components on reports of program changes that have occurred as a result of external program evaluations, success of entering students in meeting college or university admission prerequisites, and minority student and faculty access and equity will be reported by the Commission on Higher Education. The reports for the remaining components were last submitted in 1995 and will next be reported during the year indicated in parens:

1) general education (1998);
2) academic advising (1997);
3) analyses of undergraduate retention and attrition (1997);
4) procedures for student development (1998);
5) administrative and financial processes and performance (1997);
6) public service (1998); and
7) research (1998).

Many positive changes have occurred at Coastal Carolina University in recent years, and the 1995-96 academic year was no exception. Two areas that the university has been focusing on during the year are retention and advising. The results of numerous assessment techniques have led to the development of a mentor program and specialized training for a cadre of advisers for undeclared students. The Wall School of Business Administration and Computer Science (Wall School) piloted a freshman success seminar specifically designed for students majoring in business and computer science, in order to enhance learning effectiveness and improve retention efforts. Additionally, faculty in the Wall School developed and offered meetings/seminars to all university faculty designed to improve teaching effectiveness.

1. General Education

This component was last submitted to the Commission on Higher Education in July, 1995. Based on our schedule of reporting, a report for this component will be submitted next to the Commission on Higher Education in July, 1998.

2. Majors or Concentrations

Computer Science

During the past two years, assessment of the computer science major has focused on the improvement of teaching effectiveness and the retention of students. Several methodologies were employed in the assessment of these areas including CIRP surveys, a student satisfaction inventory, graduating senior surveys, focus groups, student course evaluations, and a comprehensive analysis of student retention.

The results of these assessments indicated that upper-division students were generally satisfied with the faculty in the department, and lower-division students were typically concentrating on core requirements and had very little interaction with department faculty other than during the advisement process. Analysis of retention data showed that the retention of students in computer science was comparable to university-wide retention.

In response to the results of the analyses, several changes have occurred or are in the process of being implemented by faculty in the department. Recognizing the need for enhanced continuous improvement, individual five year development plans are currently being articulated by the faculty. To improve teaching effectiveness, faculty are participating in the Wall School meetings/seminars designed to provide learning experiences. New freshmen and departmental faculty are also participating in the freshman success seminars that are designed to augment the assimilation process, provide the mechanism for a mentoring process, augment learning effectiveness, and improve retention.

As assessment is an on-going part of the teaching-learning process, the department is continuously reviewing their goals and objectives, the curriculum, and expectations for student outcomes. Since the department falls under the auspices of the Wall School of Business Administration and Computer Science, the department is also undergoing an intensive review as a part of the School's candidacy for AACSB accreditation. Findings from these reviews will undoubtedly provide even more opportunities for growth and improvement for the program and the departmental faculty.

Mathematics, Applied

The department of mathematics has focused their recent assessment activities on identifying the strengths and weaknesses of the program, course content, and faculty. The techniques utilized in conducting the assessment were a required senior seminar for all majors, an exit interview with all graduating seniors, follow-up studies on graduates, a review of similar program requirements at other universities, and student evaluations of faculty. The results of these assessment activities revealed 1) that while most students were satisfied with the math program, the majority of students were experiencing difficulty in Coastal's advanced calculus courses; 2) modifications in course expectations needed to occur due to rapidly changing technologies; 3) students needed more individual projects to encourage the concept of individual thinkers; and 4) the emphasis of some math courses needed to be revised to more accurately focus course content on areas needed for employment or graduate school.

In response to these findings, the math department has made several changes to their program. A new course in math proofs and problem-solving will be offered beginning in Fall 1996 as a prerequisite to the advanced calculus course. During the first two years, the faculty will be assessing the effectiveness of this course in preparing students for calculus and will make changes as needed based on their findings. The department began requiring the purchase and use of graphing calculators starting in Math 130, College Algebra, and will be utilizing this equipment throughout the students four years of college. Faculty have been actively promoting student participation in individual projects and in submitting proposals for presentations at regional and national conferences. During 1995-96, students gave five presentations at regional and national meetings. Three students participated in the national "Mathematical Contest in Modeling" sponsored by COMAP and one student was accepted to participate in the Summer 1996 Student Research Participation Program at Argonne National Laboratory. The department is in the process of reviewing the entire curriculum and has revised the teaching and content emphasis of several courses. A common final exam is now used in Math 130 and will be used beginning in Fall 1996 in Math 131 and Math 151. Additional changes that are in process based on the assessment findings include restating outcome expectations for students majoring in mathematics and a search for a Ph.D. in statistics is underway.

3. Performance of Professional Program Graduates on Licensing and Certification Exams

Coastal Carolina University student scores for the 1995-96 administrations of the National Teachers Exam (Professional Knowledge Exam and Specialty Area) continue to reflect the high standards of the program in teacher education. While there appears to have been a decline in scores for the February 1996 administration of the PKE and the March administration of the Specialty Area, the university has found no cause for major concern as the May and June administrations of the PKE reflected the rates generally associated with the teacher education program at Coastal. The content of the curriculum is designed to fully prepare students for taking both portions of the National Teachers Exam. Student scores on these exams will continue to be closely monitored by the School of Education, and changes to the curriculum will be initiated if indicated by the multiple assessment methodologies utilized by the School of Education.

4. Reports of Program Changes That Have Occurred as a Result of External Program Evaluations

There have been no program changes in 1995 as a result of external program evaluations.

5. Academic Advising

This component was last submitted to the Commission on Higher Education in July, 1995. Based on our schedule of reporting, a report for this component will be submitted next to the Commission on Higher Education in July, 1997.

6. Entry-Level Placement and Developmental Education

During the past few years, Coastal faculty and staff have been conducting in-depth reviews of the developmental courses available for incoming freshmen. The purpose of these studies was to determine the feasibility of continuing to offer these courses considering the attitude of the South Carolina Commission on Higher Education that four-year colleges and universities should not be in the remediating business. The methodologies used in conducting these studies included pre- and post-tests, an evaluation of the success of students completing the courses, class discussions, and faculty and student surveys. The results of the assessment indicated that offerering development courses to the majority of recent high school graduates did not significantly contribute to their success at Coastal. Based on these findings, Math 099 was discontinued as of the Fall 1994 semester, English 100 was discontinued as of the Fall 1995 semester, and Math 100 will no longer be offered effective Fall 1997.

In an effort to combat the math anxiety displayed by many students at the university, upon elimination of Math 100, a four credit hour college algebra course will be offered that requires student attendance at a special weekly lab for students who are deemed deficient in mathematics. This course will be offered for one academic year, at which time the course would be evaluated and a decision made regarding its continuation. During the 1996-97 academic year, math faculty will assess the effectiveness of the placement test and make revisions to the test to ensure accuracy in the placement of students. Additionally, the math faculty at Coastal continue to actively participate in a consortium with faculty from Horry Georgetown Technical College and the Horry County School District in an effort to upgrade the skill levels of students enrolling at the university.

Several changes have occurred in the Freshman English Program as a result of their assessments. The English department developed a formal statement of goals for English 101 and 102, to ensure that all faculty would have a clear understanding of the expectations for the Freshman English Program. The guidelines for freshman English were redesigned to allow faculty more autonomy in designing innovative freshman composition courses and in choosing the best tools with which to accomplish their jobs in the classroom. Additionally, eight workshops were offered to students enrolled in freshman English to help underprepared students succeed in English 101. Although the assessments revealed that the workshops were beneficial to the students who attended, the students most likely to attend were the best, most conscientious students rather than the target audience. It was determined that the most effective use of the monies spent on the workshops would be to pay a part-time or full-time faculty member to work in the

Writing Center, to provide more hours for tutors to work individually with students, and to allow the Writing Center to sponsor future workshops by either faculty or student tutors.

7. Success of Entering Student in Meeting College or University Admission Prerequisites

Percentage of New Freshmen Who Met All Prerequisites for College Admission

	1993	1994	1995
All Freshmen	86	97.9	78.1*
S. C. Residents	90	97.4	74.8*
Non-Residents	81	98.4	81.2*

*Note: May not be valid. Coastal experienced difficulty in reporting the prerequisite data after converting to a new computer system.

8. Achievement of Students Transferring from Two to Four Year Institutions

This component is not applicable to our institutional type.

9. Analyses of Undergraduate Retention and Attrition

This component was last submitted to the Commission on Higher Education in July, 1995. Based on our schedule of reporting, a report for this component will be submitted next to the Commission on Higher Education in July, 1997

10. Minority Study and Faculty Access and Equity

Minority Undergraduate Enrollment and Minority Undergraduate Degrees Earned

Category	1992			1995		
	African-American #	Total #	African-American %	African-American #	Total #	African-American %
A. Enrollment						
1. Number and Percentage of African-American Undergraduate Students	314	4,023	7.8%	371	4,200	8.8%
B. Degrees Earned						
1. Number and Percentage of African-American Associate Degree Recipients	1	2	50.0%	0	1	0.0%
2. Number and Percentage of African-American Bachelors Degree Recipients	40	574	7.4%	45	558	8.1%

12. Academic Performance of Student Athletes

The average six-year graduation rate of 1989-1990 athletes (56%) was considerably higher than that of the students population at Coastal Carolina University (35%), and the average time to graduate for athletes was 4.5 years compared to 5.1 years for all students. However, the graduation rate and time to graduate for athletes and for all students showed an increase over the previous year. The men's basketball rate was 0% (with two athletes enrolled and 0 graduating) compared to a 35% graduation rate for all students.

During 1994-1996, Coastal conducted an in-depth self-study of athletics as a part of the NCAA Division I Certification process. Four general areas were reviewed by faculty, staff, and the administration, as well as a peer review team who visited the university in April 1996: governance and rules compliance; academic integrity; fiscal integrity; and equity. Based on the draft report of the peer review team, it is expected that Coastal will be awarded full certification by the NCAA.

The university's success with athletics is attributed to several additions and changes that have occurred in recent years:

1) attention has been given to developing documented, detailed procedures for recruiting, certifying eligibility and awarding financial aid;
2) considerable institutional attention and effort have been focused on gender equity;

3) a Policies and Procedures manual was developed to codify policies, rules, regulations, goals, mission, and procedures to provide guidance in both short- and long-term departmental operations;

4) a Student-Athlete Handbook was distributed to all student-athletes; and

5) an athletics academic advisor was hired to assist with the compliance-related duties of tracking academic progress of student-athletes, publishing the handbook, and coordinating study skills sessions and study halls for student-athletes.

12. Procedures for Student Development

This component was last submitted to the Commission on Higher Education in July, 1995. Based on our schedule of reporting, a report for this component will be submitted next to the Commission on Higher Education in July, 1998.

13. Library Resources and Services

During the 1994-95 fiscal year, the library staff was heavily involved in exploring the viability of converting to an on-site automated library system in place of continuing to pay an annual fee to USC - Columbia for various computer and technical services. Several months were invested in the preparation of a federal grant proposal, which although unsuccessful, served as the basic plan in getting underway with a graphical interface on-site system. The RFP for the library system was completed during 1995-96 and plans are for full installation and training to occur in 1996.

The assessment program for freshman library instruction resulted in several changes in the library. Staff conducted pre- and post-tests of over one-half of the English 101 classes that were taught. The changes that occurred due to the assessment was the conducting of workshops for librarians who participate in the program, the development of a training program for persons new to teaching library instruction, more than thirty bibliographies were extensively revised and eight new ones created, and the student library guide was completely rewritten and reformatted.

14. Administrative and Financial Processes and Performance

This component was last submitted to the Commission on Higher Education in July, 1995. Based on our schedule of reporting, a report for this component will be submitted next to the Commission on Higher Education in July, 1997.

15. Facilities

During 1995-96, the Office of Facilities Management undertook an extensive review of the department's operations and of the university facility needs. The review consisted of a study of a model of evolution for a university campus, an analysis of current enrollments and academic program trends, a study of space utilization and comparisons with peer institutions, and a review of the campus and physical plant. The analysis indicated that Coastal has a number of pressing needs with respect to space and campus improvements. The academic program, as the heart of Coastal Carolina University's mission, clearly has the most critical needs for additional space.

The outcome of the review was the development of a mission statement for Facilities Management, a Campus Master Plan with proposed capital projects through the year 2004, and the updating of the deferred maintenance plan and routine maintenance schedule. While the enclosed document is intended to outline how the university will achieve the objective of making Coastal a better place for the year 2004, it is by no means a static document but one that will be continuously monitored and updated.

16. Public Service

This component was last submitted to the Commission on Higher Education in July, 1995. Based on our schedule of reporting, a report for this component will be submitted next to the Commission on Higher Education in July, 1998.

17. Research

This component was last submitted to the Commission on Higher Education in July, 1995. Based on our schedule of reporting, a report for this component will be submitted next to the Commission on Higher Education in July, 1998.

COLLEGE OF CHARLESTON

Introduction

Recognizing that Assessment is inextricably linked to Planning, the College's Assessment program is now housed administratively in the Division of Institutional Research and Planning. The success of the College's Assessment program, however, will always be dependent upon the hard work and diligence of the entire campus community - its faculty, staff, and students.

One example of the College's assessment efforts is the use of the Annual Alumni survey. The College surveyed its 1991-92 graduates to determine their satisfaction with their major and general education program and instruction, as well as their ability to find gainful employment after graduation. From the survey results, it appears that the College of Charleston graduates are extremely satisfied with the education they have received and that this education has made them readily employable. The survey revealed that over 90% of the College's alumni respondents (20% return rate) were either "satisfied" or "very satisfied" with the instruction and program in their major and only slightly less satisfied with the general education program (85%) and the instruction in this program (81%). Most importantly, 91% of the alumni surveyed indicated their satisfaction with their overall academic experience at the College of Charleston.

Additionally, as part of the alumni survey, the College assessed the employability of its alumni and has determined that the alumni of the College are indeed readily employable. Of the 1991-92 alumni seeking gainful employment upon graduation, 38% found employment within the first month of graduation; 59% had found employment within the first three months; 76% within the first six months; and within one year of graduation 97% of the graduating class had found gainful employment.

This year's report will focus on General Education; Majors/Concentrations; Graduate Performance on Licensing and Certification exams, Student Development, Success of Students in Developmental Courses; Undergraduate Retention and Attrition; Academic Performance of Student Athletes; Library Resources; Administrative and Financial Processes; Facilities.

Academic Advising, Public Service, and Research were reported on in 1995 and will be reported on again in 1998.

1. General Education

The general education objectives are to develop reading, writing, and oral communication skills; to develop critical thinking and problem-solving skills; to develop familiarity with information retrieval systems; to develop global awareness; to develop an appreciation of cultural diversity and to enhance affective development. As the result of the General Education Assessment efforts from 1991-1994, the College began a campus-wide discussion of our general education requirements in 1994. In August 1995, a forum on general education was held and over 25% of the College of Charleston faculty, administration, and staff attended. The purpose of the Forum was to use the American Association of Colleges and Universities publication, Strong Foundations, to assess current efforts in light of twelve principles for effective general education programs. While the purpose of the Forum was not to consider specific changes to the curriculum, many important general and specific recommendations were generated through small group discussions that are the basis for future campus-wide debate and action. In addition, the Southern Association of Colleges and Schools Self-Study has generated recommendations that bear directly on the General Education curriculum as well. As the result of the recommendations from these two initiatives, the Faculty Senate has formed and "Ad-Hoc Committee to Review the Current State of General Education" for 1996-1997 through 1998-1999. The Committee, comprised of faculty, staff, and students will form "Inquiry Groups" in which to consider and discuss the major questions identified at the 1995 Forum and the SACS Self-Study. At the conclusion of the period, all Inquiry Groups and interested faculty, staff, and students will report the results of their research, have general discussion, and make recommendations. The Ad Hoc Committee on General Education will then forward recommendations to the appropriate standing committees for consideration and action by the Faculty Senate. Faculty from three standing faculty committees will participate in these efforts. These committees are: the Faculty Assessment, Academic Planning, and Curriculum Committees.

2. Majors or Concentrations

In 1995-96, the College of Charleston shifted the majors assessment process to a three-year cycled reporting format. The three-year cycle is a three part process and the major programs will be segmented into groups of one-third. The cycle includes planning, collecting data, and reporting assessment efforts. Each program will develop an assessment plan, collect data, and report their assessment results and use of findings in the three year process. The Office of Institutional Research and Planning will send out the planning, budgeting, and assessment calendar and forms each Fall and the Faculty Assessment Committee will review and comment on the Assessment Plans and the Assessment Reports at the end of each year. Changing the assessment planning, collecting data, and reporting assessment results from an annual process to a cycled reporting format allows the College of Charleston to formally integrate our academic assessment efforts into the institutional planning and budgeting process. Since the goal of assessment is to use the data to "close the loop" in institutional planning, the integration of assessment in to planning and budgeting is the next step in meeting that objective. The new Planning, Budgeting, and Assessment Process will being in 1996-97. The summary of the majors external self-studies are as follows:

The Departments of Studio Art, Music, Art History, Theatre, Chemistry, Physics and Geology prepared self-studies for the undergraduate programs in these areas. The College of Charleston does not offer graduate degrees in these areas.

The principle findings from these reports may be summarized as follows:

Studio Art

The number of majors working in the areas of painting, drawing, sculpting, printmaking, and photography continues to grow. The departmental self study identified additional space for classrooms for introductory courses, for adjunct faculty and for administrative personnel as its primary need. Future enrollment growth, the quality of student work, the ability to offer new and experimental courses (i.e., in areas like jumbo printmaking and photography) and faculty morale are all compromised by its present situation.

Music

The mission of the department is to provide instruction in the areas of musical performance, music theory and composition, and music theory within the context of a liberal arts education. The department, only four years old, places much emphasis on recruiting and publicity to attract students who confirm this special identity. The primary issue identified in the self-study is to continue to elaborate this role for the student interested in studying music as a major within the liberal education but outside a music conservatory or a music education program. The department's faculty has indicated that it will seek accreditation from the National Association of Schools of Music shortly---another outcome of the program evaluation process.

Art History

The department has recently made curricular changes in order to raise the standards for the major in the upper level courses and to prepare students more fully in careers related to art history like preservation planning and gallery management. The department will guide the development of a new interdisciplinary program in Historic Preservation which is envisioned to operate at both the graduate and undergraduate levels. The primary challenge the department has identified for the future is the successful integration of these program changes into its present program. The department's faculty members are currently considering various ways of assessing and evaluating the impact of these changes. The self-study also identifies a series of issues associated with enrollment growth and lack of space which may limit the department's effectiveness in the future.

Theatre

The department has developed one of the most complete and thorough statements of departmental objectives, and, therefore, has in place the measures to assess all aspects of its program. The departmental leadership is committed to evaluation and planning to move the department forward. The self-study identified various resource issues as the most important issues influencing its effectiveness in the future. To accommodate enrollment growth, to add to the number of performances, and to improve the quality of performances, the department needs more classrooms and performance areas. While the faculty have begun to look for additional private, community funding, the faculty also believe that additional institutional support for performances is needed.

Chemistry

The department has identified a number of issues affecting its quality and has been working steadily toward resolving them. The department has sought and received additional, regular support for supplies and equipment on an ongoing basis. The department is instituting a more vigorous recruitment program for prospective chemistry majors. The faculty are attempting to increase the amount of external research funding and research publication. The increased enrollments, majors and non-majors alike, combined with the lack of classrooms, teaching laboratories and research space currently present the department with its greatest challenge.

Physics

Throughout its self-study the department refers to data collected from its departmental assessment activities. This information has been well integrated into departmental planning and evaluation activities. The department has demonstrated that it prepares its students for graduate work in physics and related disciplines, for work in industry and for teaching. There has been a consistently high degree of emphasis on pedagogical development, especially the more meaningful use of computing, among department faculty members.

Geology

The department, the largest geology department in the state, has recently expanded its curriculum in the area of environmental science. While the self-study indicates that the program has remained adaptable and popular, the faculty have identified various resource issues as program weaknesses. In particular, the department would like to have more space for a computer teaching facility, for storage, for graduate student offices and for laboratories.

3. Performance of Professional Program Graduates on Licensing and Certification Exams

During 1995-96 (June 1995 to May 1996), College of Charleston graduates took a total of 590 sections of the National Teachers Exam (NTE). College of Charleston students passed 551 of these sections for a pass rate of 93.4%. Of the 242 College of Charleston students taking the Professional Knowledge Examination (PKE) component of the NTE, only three students did not pass for a phenomenal pass rate of 98.8%. On the

Specialty Area Examination component, 312 of the 348 students passed this section of the exam for a rate of 89.7%. Additionally, 212 of the 280 students taking the Education Entrance Examination passed for a pass rate of 75.7%.

The pass rates of College of Charleston graduates on the NTE remain exceptional and are virtually identical to last year's scores. These consistently high marks are a tribute to the quality of instruction, guidance and mentoring provided by our outstanding faculty to an exceptional group of College of Charleston men and women.

4. Reports of Program Changes That Have Occurred as a Result of External Program Evaluations

There have been no program changes in 1995 as a result of external program evaluations.

5. Academic Advising

This component was last submitted to the Commission on Higher Education in July, 1995. Based on the institution's schedule of reporting, a report for this component will be submitted next to the Commission on Higher Education in July, 1998.

6. Entry-Level Placement and Developmental Education

The College of Charleston has actively sought to decrease, where appropriate, the number of students enrolled in its developmental courses. This effort has been successful and the College of Charleston has reduced the first-time, full-time freshmen who are enrolled in one or more developmental courses. The College reduced its enrollment in the Basic Mathematics course (Math 099), without sacrificing the success of the students in the process. Seventy-nine percent of the total student enrollment in the English 090 and Math 099 courses successfully completed these courses. Ninety percent of the students in the Developmental courses completed the courses. By the end of 1996, 95% of those students who had completed the Developmental courses successfully completed the corresponding entry level course. (See Appendix 1)

7. Success of Entering Students in Meeting College or University Admissions Prerequisites

Percentage of New Freshmen Who Met All Prerequisites for College Admission

	1993	1994	1995
All Freshmen	98	98.7	99
S. C. Residents	98	99.3	99.1
Non-Residents	98	97.8	98.9

8. Achievement of Students Transferring from Two to Four Year Institutions

This component is not applicable to our institution type.

9. Analyses of Undergraduate Retention and Attrition

As a result of its ongoing focus on the retention and graduation of its students, the College of Charleston continues to experience general improvement in its retention and graduation rates. The six-year graduation rate remains stable at 53.3% this year. It is also noteworthy that only four years ago the six-year graduation rate at the College was less than 40%. The four-year graduation rate in 1995 was 38.4% (up slightly from the prior year's graduation rate of 38.0%).

Retention at the College remains stable. The retention of first time, full-time freshmen remains stable at 79.2% in 1995. In 1995, retention of first time transfers was 75.4%, (up slightly from 74.3% in 1994). The retention of first-time, full-time black freshmen was even better, with 88.9% of this cohort returning for their second year at the College. This reflects a significant improvement on the already outstanding 84.6% retention rate in 1994. It therefore appears that the academic support services available for all freshmen are making a difference in the College's ability to retain and, ultimately, graduate its students.

In an effort to establish a benchmark for its graduation and retention rates, and to provide a context for the College's rates, the College participated in the 1995 Retention study conducted by AASCU. The College's 54.4% six year graduation rate significantly exceeds the 44.4% rate of its peer group (public, medium-sized urban institutions) and the 42.5% rate of other public colleges and universities. In fact, in every applicable category of student, the College's graduation rate exceeds the rate of its AASCU peer group.

The College will continue to closely monitor the ability of its students to progress through the institution in good academic standing and to graduate in a timely fashion. Based upon the improvements noted above, the academic support services and programs that are designed to improve student retention and graduation appear to be working.

10. Minority Student and Faculty Access and Equity

Minority Undergraduate Enrollment and Minority Undergraduate Degrees Earned

Category	1992			1995		
	African-American #	Total #	African-American %	African-American #	Total #	African-American %
A. Enrollment						
1. Number and Percentage of African-American Undergraduate Students	506	7,821	6.4%	652	8,582	7.6%
B. Degrees Earned						
1. Number and Percentage of African-American Associate Degree Recipients	N/A	N/A	N/A	N/A	N/A	N/A
2. Number and Percentage of African-American Bachelors Degree Recipients	56	1,131	4.9%	82	1,521	5.4%

11. Academic Performance of Student Athletes

Student athletes at the College of Charleston continue to compare favorably with the rest of the comparable student cohort. Student athletes continue to outperform the general student body in both graduation rates and grade point averages.

Forty-four percent (44%) of the student athletes at the College of Charleston had either a GPA of 3.0 spring, 1996 or a cumulative GPA of 3.0. The cumulative GPA of the student athletes at the College of Charleston is 2.70, as compared to a 2.63 GPA for comparable students in the general student body. The men's basketball team had a 100% graduation rate compared to the 53% graduation rate for all students enrolled.

There are a number of contributing factors that lead to the success of the student athletes at the College of Charleston. The most significant factor is that the College of Charleston uses the same admissions' standards for its student athletes that it employs for all other students. Additionally, the College of Charleston does not take Proposition 48 non-qualifiers. The effect of these factors is that the College enrolls student athletes who mirror the rest of the student body. Once enrolled at the College of Charleston, student athletes are encouraged to use the academic support services available to all students. This includes using the College Skills Lab, tutoring services, learning resource center and other resources available.

The Academic Monitoring System continues to work effectively in identifying those student athletes who are having problems in the classroom. Also, each team conducts its own study halls which have proven to be very helpful. The net effect is a stronger academic performance of the student-athlete at the College of Charleston.

The College of Charleston has been a member institution of the National Collegiate Athletic Association since 1991. Athletes at the College of Charleston have a 68% graduation rate using NCAA calculation guidelines. This compares favorably to the 54% graduation rate. [See Appendix 2]

12. Procedures for Student Development

The College of Charleston Crisis Assistance Response and Education Program (CARE) serves the campus community by providing a comprehensive crisis intervention, victim advocate and community resource outreach network. The multi-faceted concept used by CARE works to insure the immediate and long-term needs of victims are met and endeavors to preserve their academic careers as they work through the victimization process.

Assessment of the CARE program was directed at the quality of services provided, the satisfaction with the program and team members, the impact CARE intervention had on the retention of the student within higher education and whether CARE intervention/monitoring had a positive effect on grades. Exit interviews, client satisfaction surveys and tracking of enrollment and grades were used in determining whether the program was effective and in compliance with program goals and objectives.

The results of this assessment follow:

> Finding #1: The Client Survey results indicate that of a possible score of 5, CARE received a 4.9. The general consensus was that CARE was extremely helpful, supportive and that clients would highly recommend this program to other students. All clients surveyed indicated that CARE intervention/assistance played a key role in their ability to stay on track with their educational goals. Additionally, of those associate members (families) surveyed, all indicated that the services of CARE were helpful, informative, valuable to the student and played a significant role in the determination to allow the student to remain at the College. On the negative side, students thought the program was

not publicized enough, or that students did not fully comprehend the extensiveness of the program's services.

Finding #2: Exit interviews conducted with those students served by CARE who were graduating in May 1996 resulted in a 4.8 of a possible score of 5. Students thought the program was effective and that they had received quality information, assistance and community/academic support.

Finding #3: A total of 72 students was academically tracked for the calendar year 1995 (31 in Spring 95/41 in Fall 95). Of the 31 students in Spring semester, 25 remained in school; 12 (48%) showed an increase in GPA, 3 (11%) remained the same. Of the 41 students Fall semester, 36 remained in school; 20 (56%) showed an increase in GPA, 8 (22%) remained the same. It is noteworthy that these students managed to either maintain or increase their grade point standing under the stress of filing police reports, being involved in an adjudication process, channeling to resources such as counseling, support groups and, in some cases, the need for medical attention.

Finding #4: Targeted programming to front-line personnel was assessed to a) introduce CARE program and services to such divisions as Public Safety, Residence Life, Wellness Center and fraternities/sororities and b) conduct specialized training in working with primary and secondary victims. Overall evaluation of programming resulted in a 4.57 out of a possible 5. As a result of front-line programming, referrals to CARE increased by 28% from last year.

Findings reveal that those served by CARE are pleased with the program. As a critical service provider, assessment of the program and its services is invaluable. However, since CARE services are available to a population of 10,000+ with the capability to respond to any victimization within the entire Tri-county area, and works with victimization episodes (occurring during breaks within the academic year or before the student was enrolled at this institution) CARE will attempt to restructure its advertisement campaign to insure that all students are aware of the scope of services, resources and potential to provide victim advocate assistance. CARE is also committed to securing certification and professional training necessary to expand the program's effectiveness and contribution to the development of our students. Team members have completed mediation training which will allow the team to structure programming in conflict resolution and to use such programming with key personnel. Programming and promotional items for new student orientation will be scrutinized and redesigned.

13. Library Resources and Service

The College of Charleston is committed to maintaining a library that provides materials which are necessary for a strong, modern program of instruction in all academic departments. In order to accomplish this goal, the Library regularly assesses its effectiveness through a variety of means and measures.

The Library evaluates its effectiveness by gathering patron use statistics (number of circulations, interlibrary loans, reserve use, etc); by collecting publishing and price information; and by evaluating specific subject collections using what is known as the *Conspectus Methodology* to determine the collection strength both in terms of current collecting intensity and overall quality of the collection. The Library also measures book availability on the shelf by taking monthly random samples to determine the reasons why books are not on the shelf and to identify changes in procedures to improve shelving availability. Finally, the Library routinely uses surveys to determine its effectiveness in meeting its goals and objectives.

The results of these evaluative tools and processes in many instances validated the decisions and directions already in place. In several cases, the findings resulted in modification of the operating procedures of the Libraries.

Finding #1: The majority of book circulations occur in the areas of the humanities and social sciences, including English (27%) and history (22%). The number of student and faculty interlibrary loans, traditionally high in areas like history (15%) and languages (16%), has in recent years been especially high in psychology (22% of overall). The information about publishing rates for monographs and pricing for journals shows that however steady the rate at which new books appear, it is the rising price of journals that has the greatest impact on budgeting. The average price of a journal last year in biology was $309 while the average price of a chemistry journal was $767. The College of Charleston library is spending 6% of its book budget in English and 5% in history. At the same time, it is spending 13% of its journal budget in biology and 7% in chemistry.

Finding #2: Charting the missing books reflects a clear, periodic pattern. The number of missing books tends to be high at the end of the fall semester (December) and low by May, the end of the spring semester. Library staff have suggested a number of factors to explain the periodic phenomenon.

Finding #3: The survey confirmed that the databases are being used primarily by students. Using the survey results, it was possible to rank the databases by importance. The responses were (ranked by importance) Humanities Index, Social Sciences Index, and General Sciences Index. The least important index was the Art Index. Finally the librarians, responding to the survey, identified several subject areas where they felt additional database coverage was needed: law and public affairs, general interest and business.

Finding #4: Survey data on the perceived success of library users; the types of library users; and the categories of activities performed in the library have remained remarkably consistent over the last five years. Last year the library administration also used a series of "library service determinants" to categorize the open ended comments. Approximately 55% of the responses were negative and 45% were positive. Many responses (32%) related to the tangibility determinant. Students wanted a quieter building. Still others mentioned the temperature. Users were almost as likely to comment on the library's reliability (31%). Statements like "journal selection is poor" or "didn't have what I needed" were the most common criticism.

The survey validated the need to continue to subscribe to the Wilson Indexes. Several of the libraries in the Lowcountry jointly pay about $40,000 annually for this service. This joint venture is the first cooperative effort at database acquisition in the state. Additionally, the survey information identified the need for additional electronic information in law and public policy and led to the acquisition of the WestLaw database.

The Shelving Department and the library administration have taken a number of actions to help reduce the number of missing books. The shelvers now regularly do "quick scans" of the stacks to locate misshelved books. More book trucks have been purchased. Signs encouraging patrons not to reshelve have also been added.

Lastly, patron expectations were identified and classified. For example, in the area of "tangibles", the administration has begun using student monitors for quiet areas and has tried to improve communications with the Physical Plant staff.

14. Administrative and Financial Processes and Performance

All administrative offices are now engaged in the preparation of Annual Assessment Plans and the generation of Annual Assessment Reports, addressing Assessment Results and Use of Findings for departmental improvement. These reports on the Administrative and Financial Processes are then reported out on a scheduled basis. This year, Assessment Reports are included for Auxiliary Services, Bookstore, Business Affairs, C.A.R.E., Continuing Education, Controller/Treasurer, Counseling and Psychological Services, Facilities Planning, Fire and Life Safety, Library, Physical Plant, Procurement Services, Public Safety, Center for Student Wellness, Mail Service, Orientation, Residence Life, and Substance Abuse. Copies of these reports may be found in the Full Institutional Effectiveness Report.

15. Facilities

The College of Charleston is an historic campus located within the historic district of Charleston. The institution, over the past ten years, has doubled the size of its student body. Commensurate with this growth of the student body has been an increase in the number of faculty and the number of courses taught by this faculty. All of these factors have made the efficient and effective use of the College's facilities critical to the ability of the institution to meet its mission as a comprehensive teaching institution.

In order to determine whether the College has made optimum use of its facilities, the College annually assesses classroom and station utilization, employing the established standards provided by the Commission on Higher Education (CHE) and used by all colleges and universities in the state. The College then compares its utilization rates against these standards, as well as against the rates of the other public four year colleges and universities in the state.

The results of this assessment of space utilization revealed that the College of Charleston was tremendously efficient in the use of its available facilities. The institution met or exceeded virtually every space utilization standard available and consistently had the highest utilization rates of any public four year college or university in the state.

> Finding #1: In 1995 the College's average weekly classroom utilization was 32.48 hours per week, compared to a norm of 30 hours. The College's average weekly laboratory use was 22.15 hours, compared to a norm of 20 hours per week.
>
> Finding #2: In 1995, the College's average weekly station (i.e., seat) utilization in classrooms was 23.20 per week, compared to a norm of 18 hours and the average weekly station utilization in laboratories was 19.93 hours per week, compared to a norm of 16 hours.
>
> Finding #3: The College's Capacity to Enrollment (C/E) ratio was the best in the state at 1.20, compared to a 2.10 ratio for the other four public year colleges and universities in the state.
>
> Finding #4: The College functioned with the smallest amount of space per student of any public four year college or university in South Carolina, with 102 square foot per student, compared to an average of 180 square feet per student for the other public four year colleges and universities.
>
> Finding #4: The College of Charleston spends significantly more on the maintenance of its historic campus than is allocated by the state funding formula. In 1994-94, for example, the formula allocated $2,369,966 for physical plant maintenance, while the College actually spent $4,681,926 to preserve and maintain the historic buildings of the College. This reflects an actual expenditure 97% higher than the amount funded by the state.

Finding #5: As a direct result of the College's diligence in maintaining its facilities, the College has an extraordinarily low amount of deferred maintenance when compared to the other public colleges/universities in the state. In 1994-95, for example, the College's deferred maintenance totaled $4,095,879, which ranked as the second lowest of all of the colleges/universities in the state.

Because of the determination that the College met or exceeded virtually every existing space utilization standard, the College began the systematic acquisition of permanent space to replace previously leased space. This leased space was acquired on a temporary basis while the College determined whether its space demands were permanent and that it had achieved optimum utilization of its available permanent space. As evidenced above, the College concluded that it had utilized its permanent space to its optimum capacity and, therefore, successfully negotiated the acquisition of Bishop England High School and the majority of the Bell South Building, both high quality facilities contiguous to campus.

Additionally, as a result of these findings and the determination that additional permanent space was mandated, the College formed a Facilities Use Committee. This committee represented a broad cross-section of the College community and was charged with planning for the optimum use of these newly acquired facilities, as well as the continued high utilization of existing facilities. In conjunction with the formation of this committee, the College also retained the services of outside consultants to assist the committee in the development of an institutional facilities master plan.

16. Public Service

This component was last submitted to the Commission on Higher Education in July, 1995. Based on the institution's schedule of reporting, a report for this component will be submitted next to the Commission on Higher Education in July, 1998.

17. Research

This component was last submitted to the Commission on Higher Education in July, 1995. Based on the institution's schedule of reporting, a report for this component will be submitted next to the Commission on Higher Education in July, 1998.

FRANCIS MARION UNIVERSITY

Introduction

This summary report for Francis Marion University includes the following six of the 17 Institutional Effectiveness (IE) components: General Education (Component #1), Majors and Concentrations - including five Eight-year Self Studies and two Interim Reports (C. #2), Performance of Professional Program Graduates on Licensing and Certification Exams (C. #3), Academic Performance of Student Athletes (C. #11), Administrative and Financial Processes and Performance (C. #14), and Facilities (C. #15).

The remaining seven IE components on which the University reports will be submitted to CHE on the following dates: Academic Advising (C. #5; 1998), Entry Level Placement and Developmental Education (C. #6; 1997), Analysis of Undergraduate Retention and Attrition (C. #9; 1997), Procedures for Student Development (C. #12; 1998), Library Resources and Services (C. #13; 1998), Public Service (C. #16; 1998), and Research (C. #17; 1997).

CHE is responsible for reporting the other four IE components: Reports of Program Changes as a Result of External Program Evaluations (C. #4), Success of Entering Students in Meeting University Admission Prerequisites (C. #7), Achievement of Students Transferring from Two to Four Year Institutions (C. #8), and Minority Student and Faculty Access and Equity (C. #10).

As has been reported to CHE in the University's IE Plan Update and Planning Report, 1995-96 has been a remarkable year during which all of FMU's 89 academic programs and support offices have made the difficult transition from a general mission and process-based planning and evaluation model to a much more comprehensive and rigorous ten-step outcomes-based Institutional Effectiveness Assessment, Planning, Budgeting, and Resource Allocation System (IES). 81 of FMU's 89 programs and offices have successfully completed at least Steps 1-6 of the IES - meaning that they have defined at least four core goals, related them to the new FMU Institutional Mission's goals, developed measurable effectiveness outcomes indicators, described their current strategies for goal attainment, and planned and implemented appropriate outcomes assessments, including both internally and externally validated measures of instructional/support, scholarship/support, and service/support effectiveness - in only one academic year. A minority of programs and offices have even progressed through Step 8 this year, which means they have not only assessed their core effectiveness goals, but have analyzed their results and developed improvement plans for increasing the quality and/or efficiency of their efforts next year. Also, these IES efforts and results were incorporated into FMU's budgeting and resource allocation procedures for the first time this spring, "closing the loop" between IE assessment and financial planning. Thus, the administrative leadership, faculty, staff, and stakeholders of Francis Marion University deserve considerable credit for their outstanding IE accomplishments during this very difficult economic and political period.

1. General Education

1995-96 has been a transition year for the University's general education program, with the new Provost and Academic Assessment/General Education Subcommittee of the Faculty Senate working to develop eleven new student outcomes-based goals for all students, which were adopted in December, 1995. Further work by that group to develop outcomes indicators and appropriate measures for each general education goal was not completed by the end of this academic year, and will be continued in the fall. Attempts to develop a nationally norm-referenced data base on general education knowledge over the past two years, using first the ACT COMP and then the College BASE commercial tests, have resulted in such a small, non-representative sample of freshman and senior results that a new process must be developed for that purpose. Plans should be completed this summer for the implementation of a workable, program-embedded general education assessment procedure next year. Student, alumni, and employer satisfaction survey results will also be included in our 1996-97 IE data base for future use and reporting.

2. Majors or Concentrations

(Visual) Art

This year the Visual Arts program defined four core student outcome goals, centering on the knowledge and skills successful graduates would need to continue making art, find appropriate employment, and contribute to regional and community-level artistic and cultural enrichment activities after completing their degrees. The program also defined goals for faculty and student scholarship and service. Seven outcomes measures were identified to assess the program's success at meeting both internal and external standards of effectiveness. Five were implemented this year, including a regionally-normed comprehensive exit exam (the Art Area Concentration Achievement Test), exit surveys and interviews for graduating seniors, a senior portfolio of artistic works, a senior art exhibit and artist's statement regarding the artistic intent of the exhibited works, and a comprehensive self-study and CHE Program Review by outside consultants pursuant to seeking specialized accreditation by NASAD (see below). Three others will be implemented in 1996-97, including specific questions for visual arts graduates' satisfaction on the FMU alumni survey, the use of an external examiner from a peer or model visual arts program at another higher education institution, and seeking specialized accreditation from the National Association of Schools of Art and Design (NASAD).

Results of the program's 1995-96 assessments included the students' overall average performance on a regionally-normed exit test (the ACAT), where weak areas were noted to be primarily in content areas not currently required for the degree, and student feedback on our primarily in content areas not currently required for the degree, and student feedback on our exit survey/interview which requested more curricular emphases on portfolio preparation and computer applications in art. Previously collected effectiveness-related information was also re-analyzed, and showed that at least 67% (38 of 57) of our graduates are now working in art-related occupations, and 33% of our art students since 1990 have exhibited their work regionally and/or won regional art awards. These and other effectiveness assessment results have produced the following plans and actions for improvement: continued piloting of the ACAT; implementation of the three additional IE assessment measures each year; increased curricular preparation for portfolios and exhibits, emphasizing the use of slide portfolios for presentation of artistic works; increased emphasis on computer applications in art, printmaking, and graphic arts in the curriculum, to better prepare graduates for the employment market; and increased student and faculty participation in local community artistic endeavors. Next year's IE assessment and planning cycle should produce even more useful data and improve efforts.

Chemistry

This year the Chemistry program faculty defined six core program goals, which included core knowledge and skills bases for graduating majors, career preparation, scholarly and professional activities for both faculty and students, increased competencies in computer applications in chemistry, and increased academic and practical assistance in scientific areas to schools and organizations in the surrounding region. An eleven measure effectiveness assessment battery was selected to measure progress on goal attainment: a nationally normed exit exam, the Major Field Achievement Test (MFAT) in Chemistry from ETS; a "capstone" laboratory skills assessment and research paper evaluated by program faculty; an exit questionnaire and interview for all graduating seniors; a locally developed comprehensive exit examination; tracking of faculty and student scholarly presentations, papers, and grant proposals; surveys of alumni, employer, and graduate school faculty satisfaction with FMU chemistry majors' preparation, and a CHE Program Review, including outside consultants.

The MFAT, exiting student questionnaires and interviews, scholarly and service activity tracking were implemented this year, but the MFAT results were not received from ETS in time to be included in this report. Results from student questionnaires and interviews showed that 100% of the ten graduating seniors felt adequately prepared for their careers after graduation, with 40% attending graduate school, 40% taking positions in professional labs and/or industry, and 20% still undecided. An evaluation of faculty scholarly and service activities showed that 100% of the faculty are actively involved in community service activities, particularly in providing assistance to K-12 schools, and that chemistry faculty supervise research projects, serve the American Chemical Society at the local and national levels, and have won two NSF grant awards during 1995-96. The remaining assessment measures are under development for implementation next year. Actions for improvement taken based on this year's results include the development of a Chemistry Capstone Course for seniors, discussion of the addition of a computer science requirement for majors, and refinement of several curricular and assessment strategies for next year.

Computer Science

This year the computer science program faculty defined four core effectiveness goals, including core knowledge and skills areas for majors, skills application and communication, and career preparation. A ten measure outcomes assessment battery was also selected: a nationally-normed exit exam, the MFAT from ETS; course-embedded "capstone" assessments including programming demonstrations, papers, presentations, and defenses; exit interviews; external student computer science competitions; and surveys of alumni, employers, and graduate schools.

The computer science faculty was very conscientious in implementing their assessments and analyzing their results this year. A faculty panel of judges developed outcomes criteria and a scoring rubric for "capstone" assessments, implemented them this spring, and reports overall student performances as "4 on a scale of 1-5", meeting all subarea goals. MFAT results from both the fall and spring semesters fell in the "average" ranges, but due to a change in test forms by ETS, were not directly comparable. A team of FMU students finished second in their division in the Association for Computing Machinery's Southeastern Regional Programming Contest last fall. These and other results, combined with several years of student satisfaction responses, have been used to plan significant improvement actions for next year, including an increased curricular emphasis on computer organization and architecture, increased updating of computer hardware and software, servicing the expected new computer science requirement in the FMU general education program, the development of a senior "capstone course" for computer science majors, and aggressive pursuit of national specialized accreditation.

Mathematics

This year the mathematics program faculty defined five core goals, including core student knowledge and skills outcomes, career preparation, and faculty and student service to other educational groups and organizations. They also developed an eight measure effectiveness assessment battery: a nationally normed exit exam (the MFAT, administered in the fall, only) and exit exams for teacher certification candidates (NTE); a locally developed exit exam (spring, only); exit interviews; tracking graduate employment and graduate school satisfaction; portfolios; external examiners; and monitoring student and faculty scholarship and service activities. Most were administered on at least a "pilot" basis this year.

The only assessment results available for analysis and planning prior to this report were the MFAT results (low-average overall), student evaluations of instruction (which clustered around the good to excellent range), and faculty scholarly productivity. Improvement plans for next year center on refining the program's outcomes assessment measures and logistics, and making curricular modifications based on more comprehensive assessment results.

Physics and Health Physics

Program effectiveness efforts for both the physics major and closely related health physics major were combined this year, and will be reported together. The physics program faculty defined nine core goals for the major, emphasizing basic knowledge and skills areas, scientific research and reporting abilities, scholarly presentations and papers, career preparation, and service responsibilities to the institution, the community, and the discipline. Outcomes assessment measures for the physics program include course-embedded "capstone" competencies via senior papers, projects, and lab demonstrations, monitoring students' post-graduate success, tracking faculty and student scholarly and service activities, and a CHE Program Review including outside consultants. The health physics major has equivalent but more specialized and applied goals, and uses the additional measures of internship questionnaires for both students and field supervisors to evaluate outcomes effectiveness.

Only the exiting student and intern questionnaires were systematically implemented this year, and results from the exiting student surveys had not been analyzed prior to this report. Internship evaluations by on-site supervisors showed that 91% were judged to be good prospective health physicists. 43% of recent graduates have been admitted to graduate programs, with all receiving fellowships and assistantships. Of the 11 students who have attended graduate schools in health physics, seven were awarded prestigious U. S. Department of Energy or Nuclear Regulatory Commission fellowships, placing Francis Marion fourth in the nation in receiving health physics fellowship awards. Actions for effectiveness improvement next year include replacing outdated equipment, proposal of a computational physics track within the major, and increasing faculty and student scholarly productivity, and detailed plans for implementing these changes will be developed over the summer.

Theatre Arts

This year the theatre arts faculty defined seven core program goals, emphasizing core knowledge and skill development, application of knowledge and skills to theatrical productions, understanding the reciprocal influences of theatre and culture, career preparation, and post-graduate service to community theatrical and cultural activities. An eight measure battery for program outcomes assessment was also developed, including a locally developed comprehensive exit exam, senior exit interviews, portfolio review, juried acting performances and direction of one-act plays, alumni and employer surveys, and external advisory councils, including the National Association of Schools of Theater (NAST) and the CHE Program Review using other outside consultants.

Most of these measures were implemented this year on a "pilot" basis but results are not available for reporting at this time, although the theatre program faculty have been deeply involved in self-study activities pursuant to seeking specialized accreditation by the NAST. Analysis of those results, and the development of plans and actions for improvement, will take place prior to the fall, 1996 semester.

Other Majors and Concentrations

While the seven undergraduate majors reported above are probably a representative sample of IE achievements among FMU's academic programs this year, the work of many other faculty and programs also deserve credit for their outstanding IE progress, including the undergraduate majors in Art Education, Biology and Medical Technology, English, Modern Languages, Psychology, and Sociology, as well as the graduate programs in Applied Psychology and Special Education (Learning Disabilities and Remediation). We look forward to reporting in more detail on these programs in the future.

3. Performance of Professional Program Graduates on Licensure and Certification Exams

Francis Marion's three professional programs which have reportable licensure and certification examinations are in Applied Psychology (School Psychology Option), Education, and Medical Technology. On the School Psychology Certification Examination, FMU graduates achieved a 100% pass rate, with 8 out of 8 becoming certified in School Psychology. In Education, FMU graduates achieved a pass rate of 91% (112 out of 123 passing) on the Praxis Series Subject Assessment Test, and 100% pass rates (123 out of 123 passing) on both the ETS Professional Knowledge Exam and Assessment of Performance in Teaching. On the Medical Technologist Registry Exam, FMU graduates also achieved a 100% pass rate. (At present, exact numbers of students taking this exam in 1995-96 are not available, but since 1978, 90 out of 90 FMU graduates taking this exam have passed.)

4. Reports of Program Changes That Have Occured as a Result of External Program Evaluations

No report necessary.

5. Academic Advising

This component was last reported to CHE in 1995, and is scheduled to be reported next in 1998.

6. Entry-Level Placement and Developmental Education

This component was last reported to CHE in 1995, and is scheduled to be reported next in 1997.

7. Success of Entering Students in Meeting College or University Admissions Prerequisites

Percentage of New Freshmen Who Met All Prerequisites for College Admission

	1993	1994	1995
All Freshmen	86	94.5	89.5
S. C. Residents	86	88.7	88.1
Non-Residents	93	98.2	100.00

8. Achievement of Students Transferring from Two to Four Year Institutions

This component is not applicable to our institution type.

9. Analysis of Undergraduate Retention and Attrition

This component was last reported to CHE in 1995, and is scheduled to be reported next in 1997.

10. Minority Student and Faculty Access and Equity

Minority Undergraduate Enrollment and Minority Undergraduate Degrees Earned						
Category	1992			1995		
	African-American #	Total #	African-American %	African-American #	Total #	African-American %
A. Enrollment						
1. Number and Percentage of African-American Undergraduate Students	710	3,742	18.9%	864	3,418	25.3%
B. Degrees Earned						
1. Number and Percentage of African-American Associate Degree Recipients	N/A	N/A	N/A	N/A	N/A	N/A
2. Number and Percentage of African-American Bachelors Degree Recipients	61	542	11.2%	92	532	17.3%

11. Academic Performance of Student Athletes

At Francis Marion University, student athletes are required to meet the same standards for admission, retention, and graduation as those required of all other students, with absolutely no exceptions. This has been the University's policy since its inception, which is fully supported and endorsed by the Athletic Department and Administration.

In 1989-90, forth-five students receiving grants-in-aid were admitted to Francis Marion University. As of August 31, 1995, twenty-five of these students (56%) completed the course of studies in thirteen different majors and were graduated. Furthermore, an additional sixteen (35%) of these students withdrew from Francis Marion University in good standing academically. Thus, forty-one (91%) of the students receiving grants-in-aid who entered Francis Marion University in 1989-90 either graduated from this institution by August 31, 1995 or withdrew in good standing academically. Of the six men's basketball athletes that enrolled in 1989-90, four graduated by August 31, 1995 and two left in good standing, for a graduation rate of 66% compared to the graduation rate of all students of 38% as reported to the NCAA. Finally, one of these student athletes graduated from Francis Marion University by December 16, 1995.

12. Procedures for Student Development

This component was last reported to CHE in 1995, and is scheduled to be reported next in 1998.

13. Library Resources and Services

This component was last reported to CHE in 1995, and is scheduled to be reported next in 1998.

14. Administrative and Financial Processes and Performance

As with the University's academic programs, which are partially described in Components 1 and 2 of this report, all of FMU's 44 administrative, financial, and support offices - including those for academic support, student support, administrative support, and institutional support - have also transitioned from a general mission and process-based planning and evaluation model to a much more comprehensive, systematic, and rigorous outcomes-based institutional effectiveness assessment and planning model this year. These offices' effectiveness is based on the same 10 step IE system described in the Introduction to this report, including defining their core service goals - including instructional support, scholarly support, and service support goals; linking those goals to the new FMU Mission goals; identifying measurable outcomes indicators for each goal; describing their current primary goal attainment strategies; choosing appropriate outcomes measures; comparing assessment results to both internal and external standards of quality and efficiency; and using those results to plan and implement actions for effectiveness improvement next year. In only one year, 42 of FMU's 44 support offices have made very good progress on implementing the first six IE System steps, meaning they have developed appropriate outcomes assessment plans for their core goals and effectiveness indicators. Unfortunately, since the deadline for this report comes at the end of these offices' fiscal year - when their most important outcomes assessments can be done - most of their results, and more importantly, plans and actions for improvement, will have to await the next report.

More specifically regarding the 16 offices that report to the University's Vice President for Administration and Finance, most have made very good IE progress this year. They are measuring the efficiency of their processes (i.e., the number of services performed within a particular time period at what cost), the timeliness of services, and their compliance with state and federal regulations, where their record continues to be an admirable one. They are also developing comprehensive outcomes measures, such as "customer and consumer" satisfaction by service requesters and recipients, internal and external "benchmarks" of quality, and are requesting outcomes feedback from recipients of administrative and financial services and reports (such as this one). As these outcomes data become available, they will be used for effectiveness improvement and accountability purposes and reporting in the future.

15. Facilities

As with the University's goals, measures, assessment results, and improvement plans and actions for its Administrative and Financial Services in Component 14 above, an outcomes-based report before the end of the fiscal year cannot - by definition - be done. The Physical Plant Office Effectiveness Report will develop those data after July 1, and we will report the results and the resulting improvement actions in the future.

16. Public Service

This component was last reported to CHE in 1995, and is scheduled to be reported next in 1998.

17. Research

This component was last reported to CHE in 1994, and is scheduled to be reported next in 1997.

LANDER UNIVERSITY

Introduction

Lander's procedures for assessment and planning are rooted in the University's mission and are broad based with participation from all constituencies of the faculty and staff. Each unit bases its assessment on program goals that are consistent with the purpose and goals of the university as a whole and on institutional goals derived from the mission statement. Because the faculty and staff of the university are very unified in their dedication to the university's mission, they welcome the opportunities provided by the assessment program to improve services to the students and the people of the region.

Within the past year, two Lander programs have been cited by the CHE and affiliated agencies as having exemplary programs of assessment. In 1995, the School of Nursing's comprehensive program evaluation process and plan was selected as an exemplary program by the CHE and SCHEA. The plan was cited as an exemplary technique because of its integration of multiple assessment activities already in place in an ongoing program evaluation process that has led to specific curriculum improvements. More recently, in spring 1996, the Jackson Library's program of assessment was cited as an expemplary program because it is both unified and focused, giving clear attention to specific areas of concern within the unifying context of clear program goals.

In 1996, components reported by Lander include General Education, Majors or Concentrations, Performance of Program Graduates on Licensing and Certification Exams, Entry-level Skills and Developmental Education, Analysis of Undergraduate Retention and Attrition, Academic Performance of Student Athletes, Procedures for Student Development, Administrative Processes and Performance, and Public Service. Components to be reported next in 1997 include Academic Advising, Library Resources and Service, Facilities, and Research. In addition, Entry-level Skills and Developmental Education will be more fully reported in 1997.

1. General Education

During 1995-96, Lander began laying the groundwork for a revised and more comprehensive system of general education assessment. Plans include 1) increasing and coordinating assessment of the success of specific courses in the general education curriculum in achieving institutional goals for general education; 2) refining methods of assessing the development of students' communication skills, and 3) incorporating into required major capstone courses, activities involving assessment of the impact of the general education program and of the achievement of general education goals. A standing committee on general education, composed of the chairs and deans of all academic units, has been formed to collate, analyze, and make recommendations based on assessment data. This group works with the Academic Assessment Committee and the Director of Assessment and Planning to develop and administer new assessment techniques, and it will assure that assessment results lead to improvement of the general education program. While these new measures are in the planning stages, the University continues to administer its established assessments of writing, wellness, and aesthetic development.

Writing

Seven of the ten academic units submitted one hundred and twelve capstone papers which were matched with placement writing samples and assessed by a group of trained and calibrated readers drawn from the participating academic units. The reader reliability rate of the evaluators was 95.9. Papers were scored holistically by two readers on a 0-4 scale, with 4 being the highest rating; the scores from the first year and the senior papers for each student were afterwards compared. Of the 112 pairs of scores, 47% showed an increase, 24% showed no change, and 28% were lower. The average of the 112 entry-level writing scores was 2.63, with a standard deviation of .61, whereas the average for exit scores rose to 2.78 with a standard deviation of .71. Unlike the scores for the previous year (entry 2.57(.60) and exit 2.59(.58)), the comparison of scores for the entire group showed a statistically significant change. While senior averages for several areas were very consistent with those in previous years, some of the scores demonstrated the success of strategies adopted in response to general education assessment.

In response to assessment results, some academic units have made changes in curriculum designed to improve student writing skills. The Biology major has introduced writing-intensive upper-level major courses, and the Psychology major now requires that students take a writing course after the freshman year. Similarly, the School of Business has for many years required a three-hour writing course beyond the freshman level. Business, biology, and psychology were the only specific majors whose senior essays showed statistically significant increase in writing skills over the placement essays, and psychology majors showed the largest increase in writing skills when placement and senior averages were compared. This year's psychology graduates, the first cohort to enter Lander under the new requirement, improved their scores from 2.65 to 3.14, whereas the previous year's seniors actually showed a decline in average scores from 2.87 to 2.54. In the light of psychology's success in improving student writing skills, the sociology major will add a requirement for a writing course beyond the freshman level beginning with the 1996-97 catalog. The patterns of improvement in writing scores for students in majors that stress the importance of writing after the freshman year have been reported to the newly formed General Education Committee.

Wellness

Among Lander University's goals for general education is an expectation that students "recognize their need to adopt attitudes and habits conducive to positive physical and sound mental health." Objectives related to this goal note that students should come to understand the basic principles of wellness and that they should learn to use physical activities as a means of relaxation and renewal. Each year the Division of Physical Education and Exercise Studies surveys students in its general education courses to assess the extent to which the PEES curriculum meets these objectives and to determine the extent to which students agree that the attitudes and behaviors to which they have been exposed are useful. In academic year 1995-96, 433 students responded to the survey, with average reponses to questions ranging from 3.295 to 3.503, showing strong degree of satisfaction with the course and demonstrating the students' sense that the course achieves its goals. This assessment survey has yielded similar positive results in past years and has not suggested a need for change in the PEES program.

Aesthetic Development

In order to address general education goals and objectives related to appreciation of the creative process, students must attend a minimum of 15 cultural events that have been approved as a part of the Fine Arts and Lectureship Series (FALS). Among the activities which may satisfy this requirement is attendance at an art exhibit in the Monsanto Gallery. In order to receive credit for gallery attendance, students respond to questions about the exhibit and evaluate the art on a four point scale. The FALS forms collected and are analyzed to assess the aesthetic awareness of Lander students. For academic year 1995-96, gallery assessment of students' aesthetic awareness increased very slightly from class to class, with average ratings as follows: freshmen, 2.25; sophomores, 2.26; juniors, 2.34; seniors 2.42. On the other hand, the students' evaluations of the exhibits declined in the same slight degree, showing the following averages: freshmen, 3.38; sophomores, 3.37; juniors, 3.31; seniors 3.29. In 1995-96, the practice of reporting scores to academic units for analysis and action was discontinued. In future the assessment will be restructured for use by the division of fine arts for the assessment of its general education courses.

2. Majors or Concentrations

Under the new system wherein assessment reports are a part of CHE Program Reviews, six majors at Lander University were scheduled to report assessment findings in 1996: reports for three majors—chemistry, music and visual arts—were included in the Program Reviews, and three others—nursing, computer science and mathematics—submitted interim reports. The most recent reports for these majors had been submitted in 1995 (nursing and chemistry), 1994 (computer science and mathematics), and 1993 (music and visual arts). In addition to the mandated majors, the history and political science disciplines submitted reports that had been deferred in 1995. The chart below summarizes the assessment measures used by the majors under review.

	Chem.	Music	Visual Arts	Nursing	Computer Science	Math	History	Political Science
Alumni Surveys	x	x	x	x	x	x	x	x
Exit interviews	x	x			x	x	x	x
Questionnaires / surveys	x		x				x	x
Content area exams	x	x		x		x		
Exhibits/recitals		x	x					
Capstone / thesis papers							x	x
Dual degree program acceptance / success					x	x		
Portfolios					x			
Employer feedback				x				

Lander students generally report being well-satisfied with their major programs, and in some areas—notably chemistry and history—students were particularly appreciative of the dedication of the student-centered faculty. But while assessment results were quite positive , they also uncovered areas for improvement. Each of the majors under review has revised its curriculum in response to student interest expressed in surveys and interviews or student need as measured by content knowledge examinations. Student interest led the computer science faculty to add courses in UNIX programming, networking programming and computer security; and it caused the music and art faculty to add multicultural courses to enhance their art and music history offerings. Chemistry and mathematics created new introductory courses in chemical engineering and discrete mathematics when students indicated that they needed better preparation for more advanced work; and the nursing faculty added a clinical problem-solving course as a part of its strategy to improve NCLEX-RN scores. In political science, the entire curriculum was restructured in order to respond to assessment results.

As important as the development of new courses has been the revision of existing ones to strengthen elements of the major. In response to results from NLN standardized examinations, the nursing faculty strengthened elements in content area courses. For example, team leading/ treatment management experiences were incorporated into the nursing management course. The chemistry major revised the sequencing of its courses to assure students' access to required courses at appropriate times. In response to insights gained from formal assessment of senior exhibitions, the art faculty determined that they needed to strengthen the emphasis placed on drawing in studio classes after the freshman year. Consistent quesionnaire information from both alumni and graduating seniors led the historians not only to incorporate a formal oral communication requirement in their capstone course but also to use the 200 level curriculum to give students more oral practice.

In addition to curricular issues, students in the majority of the majors under review used program assessment activities as an opportunity to express their need for additional major-oriented career counselling and their desire for more information about graduate school. In response to these concerns, the chemistry, mathematics, history and political science majors have added career and graduate school information—including workshops on résumé and graduate school application strategies—to their capstone courses. The chemistry faculty has also hosted the American Chemical Society satellite course "Elements of your Chemistry Career" for interested college and high school students and organized at least one tour of a local chemical industry annually to orient students to the chemist's world of work.

While the majority of improvements made as a result of assessment involve course and curriculum development, the particularly strong program of assessment in chemistry yielded some interesting discipline specific improvements. Over several years, students had expressed in questionnaires and interviews concerns with the need for more up to date instrumentation and computers, increased opportunity for research experience, and training with regard to safety procedures important to chemists. In response to the first concern and recognizing the scarcity of state funding for equipment, the chemistry faculty have proactively sought external funding for equipment and have received grants for such items as a carbon dioxide laser and a gas chromatograph/mass spectrophotometer. Although space limitations currently limit opportunities for student research on campus, faculty have worked closely with private corporations to develop student research projects. And in response to student concerns about safety, a faculty member was given formal responsibility for the safety training of work-study students, the annual updating and revision of the Chemical Hygiene Plan as mandated by OSHA, annual inventory of chemical storage areas, and proper storage of chemical waste pending disposal.

3. Performance of Professional Program Graduates on Licensing and Certification Exams

The School of Education and the School of Nursing monitor results of the licensing examinations in order to determine whether their curricula are successfully preparing students for their chosen professions. While some problems have been discerned as a result of this monitoring, in general the licensing examinations demonstrate that graduates of Lander's professional programs are well prepared.

Nursing

Prior to 1994, candidates for nursing licensure took the National Council Licensing Examination for Registered Nurses (NCLEX-RN) on one of two designated testing dates during the year. Beginning in 1994, the test was revised to a computer format, allowing individual candidates to test at individually scheduled times throughout the year. Scores for the previous calendar year are reported to institutions each January. Lander graduates' scores for 1995 showed a passing rate of 88.5%--a rate identical to that of the 1994 cohort and 1.9% below the national passing rate of 90.4%. These scores achieve the School of Nursing's goal to maintain a success rate within 5% of the national average, and they demonstrate the success of corrective actions taken in response to the low success rate (75%) in 1993.

Those actions included closer adherence to policies for admission to and progression through the degree program, increased emphasis on formal outcomes testing, and curriculum revision involving the addition of a new course--Nursing 460--which synthesizes program content and the revision of other courses to clearly separate content that addresses specialty areas such as pediatric and gerontologic nursing. Nevertheless, while the School of Nursing acted quickly to address problems suggested by the low scores in 1993, review of passing rates over a five year period show 1993 to have been anomalous. Although passing rates have usually been satisfactory, the School of Nursing continues to seek ways to improve its graduates' preparation. To this end, a nursing faculty task force on NCLEX-RN program success is studying factors to further improve graduate performance on the licensing examination.

Education

In the period from July 1995 to March 1996, seventy-three Lander students took the Professional Knowledge Examination (PKE) of the National Teachers' Examination (NTE) for the first time. The passing rate was a near-perfect 99% since only one student failed to earn the score required for South Carolina teacher certification. That student passed the PKE on the next testing date. The very strong passing rate for the PKE marks an improvement over the previous three years; however, the passing rate for the area exams of the NTE was somewhat lower, with ninety-seven (84%) of the one hundred and fifteen test takers achieving a passing score.

When broken down by discipline, area examination scores were quite mixed, with some fields (including all of the fields represented in the new MAT degree program) showing 100% passing rates and others showing very low passing rates. In some fields, the samples are so small that a single student's failure creates a very low passing rate, and some disciplines include several first-time testers who are already certified to teach but who are seeking additional areas of certification. Consequently, it is important to be very careful in drawing conclusions from these percentages; nevertheless, while the improvement in PKE scores is a source of pride, the decline in area scores must be examined. School of Education faculty annually review NTE results in order to determine whether the need for program improvement is indicated, and problems in secondary content areas are referred to the appropriate academic unit so that discipline faculty may determine causes of problems and assess whether passing rates suggest the need for specific improvements.

4. Reports of Program Changes that have Occurred as a Result of External Program Evaluations

No report necessary.

5. Academic Advising

This component was last submitted to the Commission on Higher Education in July, 1995. Based on the institution's schedule of reporting, a report for this component will be submitted next to the Commission on Higher Education in July, 1997.

6. Entry-Level Placement and Developmental Education

Although this component is not scheduled to be fully reported this year, data related to it are reported in Act 255 table 4. That report demonstrates that approximately 1/3 of the first-time, full-time freshmen in fall 1994 enrolled in at least one developmental course, 13% taking developmental English, 8% enrolling in the reading course, and 23% requiring developmental mathematics. (The developmental reading and mathematics courses are taught on the Lander campus by faculty from Piedmont Technical College.) Because mathematics requirements vary from major to major, students are more likely to defer attempting a mathematics course than an English or reading-intensive course immediately after completing the developmental work. The chart below demonstrates that students in the 1994 freshman class were significantly more likely to attempt an entry-level course after exiting English100 or Reading 100 than after completing Mathematics 100 and were somewhat more likely to pass them when they did so. Nevertheless, in all areas, students who complete developmental courses are usually well prepared to move on to college-level work.

PERFORMANCE OF FALL 1994 FRESHMEN WHO REQUIRED DEVELOPMENTAL COURSES

		English	Reading	Mathematics
1.	Students exiting developmental course	78%	85%	83%
2.	Students from #1 attempting entry level course	96%	91%	78%
3.	Students from #2 passing entry level course by spring 1996	94%	100%	87%

Based on the institution's schedule of reporting, a full report for this component will be submitted next to the Commission on Higher Education in July, 1997.

7. Success of Entering Students in Meeting College or University Admissions Prerequisites

Percentage of New Freshmen Who Met All Prerequisites for College Admission

	1993	1994	1995
All Freshmen	93	88.5	92.5
S. C. Residents	93	87.6	92.5
Non-Residents	100	100	93.3

8. Achievement of Students Transferring from Two to Four-Year Institutions

This component is not applicable to our institutional type.

9. Analysis of Undergraduate Retention and Attrition

The Office of the Registrar and Institutional Research monitors data related to retention, persistence and graduation rates which are reported to various agencies. Data reported to the CHE concerning graduation rates for first-time full-time freshmen from 1989 show, not surprisingly, that four-, five-, and six-year graduation rates for Lander were consistently lower than those of the research universities, of the Citadel with its unique mission, and of Winthrop and the College of Charleston. On the other hand, Lander's graduation rates consistently exceed those of the four-year regional universities, whose missions are more comparable to Lander's. While pleased with these favorable comparisons, the University recognizes the need to improve retention.

In February 1996, a Retention Council was formed to interpret available data in order to make appropriate recommendations concerning the retention and attrition of students who are eligible to return to Lander. Among the activities of the Retention Council is the interpretation of the "Non-Returning Student Survey." The questionnaire is designed to help the University discover the reasons for attrition of students who are in good academic standing. After fall 1995, twenty-six (34%) of the seventy six non-returning students responded to the survey. Not surprisingly, the eleven students who intended to return most often cited personal, financial, medical, or employment problems as reasons for stopping out; however, one cited problems scheduling courses, and one noted dissatisfaction with social life at Lander. Among the eleven students who were certain they would not return were seven whose life changes caused them to leave the University (relocation, marriage, decision to follow a career in a major not offered at Lander). Others who did not intend to return to Lander cited financial concerns or homesickness, and one noted problems scheduling courses as a reason for leaving.

Another initiative designed to assist the University in interpreting data about student attrition is the withdrawal report prepared each semester. In spring 1996, 82 students (3.2% of the total enrollment) withdrew from the university. Of the 74 students who cited a reason for leaving, 46 noted personal, family, or medical problems; 16 noted financial or employment problems; and 12 cited academic concerns, including the decision to transfer. In order to enhance the long-term retention of students in good standing who need to withdraw from the University temporarily, Lander has since 1987 allowed them to apply for Leave of Absence. Students on leave may return after up to two semesters without going through the readmission process.

Both the Non-returning Student Survey and the Withdrawal Report indicate that attrition is caused most frequently by students' personal concerns, over which the institution has little control; nevertheless, both reports can suggest areas for improvement. In order to promote discussion of retention-related issues, the

Retention Council will conduct a faculty workshop at the beginning of the 1996-97 academic year. The workshop will be designed both to educate the faculty and appropriate staff members about the patterns of retention and attrition at Lander and throughout the state and nation and to allow faculty and staff to exchange and generate ideas for improving retention at the University.

10. Minority Student and Faculty Access and Equity

Minority Undergraduate Enrollment and Minority Undergraduate Degrees Earned

Category	**1992**			**1995**		
	African-American #	Total #	African-American %	African-American #	Total #	African-American %
A. Enrollment						
1. Number and Percentage of African-American Undergraduate Students	372	2,195	16.9%	500	2,538	19.7%
B. Degrees Earned						
1. Number and Percentage of African-American Associate Degree Recipients	N/A	N/A	N/A	N/A	N/A	N/A
2. Number and Percentage of African-American Bachelors Degree Recipients	27	340	7.9%	45	371	12.1%

11. Academic Performance of Student Athletes

Data related to the academic performance of student athletes are regularly collected and reported to the Athletic Director, the coaches, and other appropriate faculty, staff members and committees. At its first meeting each fall, the Athletics Committee discusses the data to determine whether they suggest the need for any changes in policies or practices. Because of the small number of student athletes, some of the numbers tend to fluctuate more than they might in larger programs, so conclusions must be drawn carefully; but in general, the data show the athletic program to be working quite well within the academic mission of the University.

At Lander University, the academic performance of student athletes with grants-in-aid has consistently compared favorably to that of the general student population, and their six-year graduation rates have in recent years exceeded those of their freshman cohorts. The fall 1989 cohort was made up of 471 total students, 183 (39%) of whom graduated by August 1995. Of the 349 first-time, full-time freshmen in that group, 165 (47.3%) had done so. That group included 24 students with athletics aid, 15 (62.5%) of whom graduated within the same period; an additional seven (30%) left the University in good standing, so only two (9%) failed to meet Lander's academic standards. While the graduation rates were not even across the sports represented, the four-, five-, and six-year graduation rates usually exceeded the average for the total

1989 freshman cohort. The six year graduation rate for individual sports were as follows: men's basketball—50%, men's soccer—71.4%, men's tennis—83.3%, women's basketball—50%, and women's softball 42.9%.

That the six-year graduation rates for students with athletics aid have consistently compared favorably with those for the total cohort results in part from recruitment policies that expect student-athletes to be qualified to do college work. Of the fifteen athletes admitted as freshmen in the fall 1995 cohort, only one—an out-of-state student—failed to meet all of Lander's admissions requirements, whereas 90 students in the total cohort failed to do so. A second reason for the athletes' higher graduation rate is that the athletic department staff closely monitors their students' academic progress in order to seek appropriate assistance for students with academic deficiencies.

12. Procedures for Student Development

The Office of Student Affairs employs a variety of assessment techniques, including alumni surveys, interviews with student leaders, and open fora. However, its most productive assessment measure has been the ACT Student Opinion Survey because it annually collects information about all aspects of the university experience from a large and representative group of students and compares their responses to those of a group of ninety-six four-year public colleges and universities in 35 states. The results of the survey, which have been positive and consistent over time, show trends of improvement in areas for which specific changes were made in response to earlier surveys.

Twenty-one of the sixty-three items on the survey pertain to matters directly under the purview of the Office of Student Affairs. Whereas in 1994 six of the ratings showed statistically significant positive differences from the national average, in 1995, eleven did so, and preliminary comparison with 1995 national averages (the latest data available) suggests that that number will be even higher for 1996. In the same period, the number with statistically significant negative differences dropped from four to three, with only two projected for 1996. Much of this change may be attributed to responses to assessment data. Improvements or plans for improvement made in response to assessment data include the following:

- Because students consistently expressed lower than average satisfaction with the student center, the Office of Student Affairs is developing, with input from various student groups, a needs assessment for a new student center to submit to the President for his consideration.
- Increase in both availability and publicity of student activities has led to greater student satisfaction with activities such as student organizations; however satisfaction with social activities has declined. Since about 2/3 of the student body have either part-time or full-time jobs,attendance atsocial activities has not typically been heavy, so the Office of Student Affairs plans to work with the Student Government Association to determine what types of activities would be most attractive to students.
- The Office of Career Planning and Placement has significantly increased student satisfaction by making students more aware of available career services. This has been achieved through articles in the student newspaper as well as through an increase in available workshopsandseminars.
- In 1994, the position of Minority Affairs Director was upgraded to Assistant Dean of Students. Activities for minority students have been increased, diversity workshops have been organized, and periodic minority fora have allowed students to express their concerns to the President, the Vice Presidents, and the Assistant Dean of Students.
- The implementation and publication of a student honor code has contributed to improved student satisfaction with rules governing student conduct. Student dissatisfaction with residence hall rules and regulations has been addressed by the addition of an assistant director of residence life, who focuses on those concerns.

a significantly higher than average rating for "This College in General" on the 1996 ACT Student Opinion Survey.

13. Library Resources and Services

This component was last submitted to the Commission on Higher Education in July, 1995. Based on the institution's schedule of reporting, a report for this component will be submitted next to the Commission on Higher Education in July, 1997.

14. Administrative and Financial Processes and Performance

Assessment of administrative units of Lander University is an integral part of the planning process which is based on broad institutional priorities derived from the University's mission statement. In September, units submit a report outlining goals through which they address the institutional priorities, the strategies being used to achieve those goals, and the resources that have been allocated to carry out the strategies. Each March, units report and assess outcomes for the previously reported goals and strategies, develop new plans, and indicate the resources needed to carry them out. The planning cycle is completed during the summer with the allocation of resources for the next year. For academic year 1995-96, institutional priorities were (1) Student Success, (2) Regional Impact, and (3) Technological Awareness and Capability.

Outcomes reported in March 1996 include improvements in administrative processes in several areas:

- The Business Office instituted an automated pay plan designed to minimize complexity and confusion and thereby reduced the time and effort required for a student to go on the pay plan.
- The bookstore made improvements in procedures designed to make the facility more "user friendly" and updated software to increase service and efficiency.
- The Financial Aid Office established electronic links with federal and state agencies to expedite application for and receipt of student loans.
- The Registrar's Office, in cooperation with the Business Office, is researching administrative software packages in preparation for conversion to a new system by the year 2000.
- The Office of Admissions implemented computerized systems for transfer evaluation, admissions inventory control, and scholarship assessment, and it is developing a computerized application for admission to the University.

In addition to assessment related to the planning process, Lander's financial processes are also assessed by a variety of audits. In 1995-96, no material weaknesses were found on any audits and no suggestions were made as a result of the institutional audit. The State-wide Single Audit yielded three suggestions based on non-material findings which have led to improvements in processing, record-keeping, and evaluation related to the administration of federal student loan programs.

Student satisfaction with administrative processes at Lander University is demonstrated in the 1996 ACT student opinion survey. For each of the ten questions related to the Business Office, the Financial Aid Office, the Admissions Office, and the Registrar's Office, Lander's student rating was higher than the 1995 national average to a statistically significant degree ranging from 5% to 18% higher than the national score.

15. Facilities

This component was last submitted to the Commission on Higher Education in July, 1995. Based on the institution's schedule of reporting, a report for this component will be submitted next to the Commission on Higher Education in July, 1997.

16. Public Service

Lander University serves as a resource for the community in a variety of ways: it is a fine arts and cultural center for the people of the immediate region; its faculty and staff use their expertise to assist the community by serving as members of or as reference people and consultants for organizations and agencies throughout the community; it provides facilities for organizations such as the Chamber of Commerce and the Greenwood Museum; and various constituencies from the university work in numerous ways with K-12 faculty and students.

Lander's cooperation with the local community in the Greenwood Lander Performing Arts program, its presentation of the Larry A. Jackson Lecture series, and its exhibition of art in the Monsanto Gallery highlight cultural opportunities offered by the University. In addition, divisions of the University sponsor various events such as lecture series, study tours, performances, recitals, and readings.

Various units also participate with local service agencies in projects such as the Greenwood Wellness Celebration or the Literacy Council ESL program. In addition to sitting on boards of organizations and agencies, and serving as members of committees, councils and organizations, individual faculty and staff bring their expertise to the community through presentations aimed toward particular audiences as well as through public lectures.

The involvement of Lander personnel with the public schools is extensive and varied. Individual faculty from almost every division or school in the University present lectures or demonstrations in K-12 classrooms or teacher in-service activities, and faculty from various content areas serve as judges in competitions for K-12 students. The university sponsors activities for K-12 students such as sports tournaments and camps, summer enrichment programs for elementary children, and the annual Economics Program, which attracts over 200 students from area high schools. The Division of Biological and Physical Sciences and the Division of Mathematics and Computer Science work with K-12 personnel through the Upper Savannah Math and Science Hub. Other services include a Community Service Tutoring Program provided through the Academic Support Center and the Writing Center, research classes for high school students organized by the Jackson Library, and financial aid workshops conducted by the Office of Financial Aid for parents and school counselors.

17. Research

This component was last submitted to the Commission on Higher Education in July, 1995. Based on the institution's schedule of reporting, a report for this component will be submitted next to the Commission on Higher Education in July, 1997.

MEDICAL UNIVERSITY OF SOUTH CAROLINA

Introduction

This summary report includes the following components: 2. Majors (nursing, interim), 3. Licensing exam results, 9. Retention/attrition, 12. Student Development, and 17. Research. Other components will be reported in 1997 or 1998, as noted in the reporting plan below:

		Reported 1996	1997	1998
1.	General Education (NA)			
2.	Majors, concentrations	**Nursing**	Dental Grad Studies Health Prof.	Pharmacy Medicine
3.	Licensing Exam Results	**yes**	yes	yes
4.	Program changes - CHE reports			
5.	Academic advising	-	yes	-
6.	Developmental education (NA)			
7.	Admissions standards - CHE reports			
8.	Transfers 2yr to 4yr (NA)			
9.	Retention and attrition	**yes**	yes	yes
10.	Minority access, equity- CHE reports			
11.	Student athletes (NA)			
12.	Student development	**yes**	-	-
13.	Library resources	-	-	yes
14.	Administration/finance	-	yes	-
15.	Facilities	-	yes	-
16.	Public Service	-	-	yes
17.	Research	**yes**	-	-
	Total components:	5	6	5

During 1995-96 MUSC completed the process of institutional self-study for the Southern Association of Colleges and Schools. As part of this process, all aspects of the institution were reviewed internally as well as by the SACS Visiting Team (February 1996). All self-study committees generated valuable suggestions for improvement of institutional effectiveness. In the areas most central to MUSC's mission -- educational programs and students -- the SACS Visiting team was especially positive. MUSC is particularly pleased that the SACS Visiting Team cited no deficiencies related to the educational programs, and of the reviewers' 11 specific commendations, 5 were in academic areas: leadership in redirecting educational programs in response to environmental changes; initiatives in interdisciplinary educationa that foster collegiality and conserve resources; breadth and depth of faculty evaluation procedures; initiation and continuing systematic evaluation of innovative methods of medical student instruction; and the highly successful campus wide student research day. In areas which directly support the academic program, the SACS Visiting Team also commended the University for its impressive growth in extramural research funding, and for the human, physical, financial and equipment resources invested in the Harper Student Center and the innovative concept of the Wellness Center and its component parts, especially the counseling and psychological services, writing center, and athletic facilities.

1. General Education

This component is not applicable to the Medical University of South Carolina.

2. Majors and Concentrations

Programs of the College of Nursing are reported on this year. Under a newly adopted administrative structure, responsibility for evaluation of nursing programs is centrally assigned to the of the Associate Dean for Academics and Evaluation. Indicators of effectiveness are embedded in the CON strategic plan as designated outcomes. Measures used for process and outcome evaluations include: course evaluations, exit questionnaires and interviews, alumni and employer surveys, patterns of employment form, faculty course summaries, faculty survey of resources and environment, and student performance on the NCLEX-RN examination and the Nurse Midwifery national certification exam. In addition, specific tools have been developed to measure the NLN outcomes (critical thinking, communication, and therapeutic nursing interventions). The CON is currently in process of self-study in preparation for accreditation review by the National League for Nursing and the American College of Nurse Midwives. During 1995-96, the evaluation process has resulted in the following program improvements:

Administration

The position of Associate Dean for Research and Practice was created to support external funding initiatiaves and faculty practice. The position of Associate Dean for Academics and Evaluation was created to provide coordination and differentiation of educational content and outcome evaluation. The faculty is now organized into three departments for more effective administration.

Advance Practice Options

Guided by assesments of local and national market changes, the CON has expanded options and updated knowledge of nurses prepared at the master's level. In response to changing employment options and the need for nurses to have competencies which blend aspects of the traditional nurse practitioner and clinical specialist role, the CON proposed the Nursing Modification Program to enable students to prepare for positions that require extensive knowledge of one portion of the life span and/or specialty population. CHE has approved the program for implementation Fall 1996.

Undergraduate Curriculum Revision

With the continuing shift of health care from acute care settings to ambulatory settings, the Undergraduate Curriculum Committee initiated changes to increase emphasis on health promotion and to increase community-based experiences to reflect the increased demand for ambulatory care and home health services.

NCLEX Pass Rates

Responding to 88% (1991) and 90% (1992) pass rate on the NCLEX, the CON has used NLN Diagnostic tests to identify students at risk for failing. Since 1992, students predicted to fail (below 75%) or who are borderline for failure, are required to take a review course and submit a "passing" printout on the test in the computer lab. Since thew initiation of this plan, pass rates have been well above the national pass rate.

Employment Pattern Changes

In response to projected changes in the employment market and reports from 1994 graduates of difficulty in finding positions, the CON has developed a more comprehensive employment pattern evaluation process. We are now trending place of employment, position, actual number of applications made and area of country positions sought. We are also asking graduates what type of information or skills would have helped in employment searches. Data analyzed this year indicated a need to increase emphasis on graduate and post-RN education. Also in response to trends shown in these studies, the CON is implementing a career placement program for graduating students in Fall 1996.

3. Performance of Professional Graduates on Licensing Exams

The performance of graduates on licensing examinations is one measure used to assess the effectiveness of MUSC's health professions education programs. Results of 1995-96 examinations are shown in the table below. The Curriculum Committee(s) responsible for each program area analyzesexamination results and uses these to develop objectives to improve curriculum.

Exam Title	Date	Number Tested	Number Passed	% Passed
Certified Nurse Midwife	6/95	7	7	100%
Cytotechnology	8/95	11	11	100%
Dentistry, Nat.Board, Part I	7/95	46	43	93%
Dentistry, Nat.Board, Part I	12/95	7	7	100%
Dentistry, Nat.Board, Part II	12/95	45	41	91%
Dentistry, Nat.Board, Part II	3/96	5	4	80%
Extracorporeal Technol.	4/96	10	9	90%
Health Information Management	10/95	15	14	93%
Med. Tech. Board of Reg.	8/95	19	19	100%
Nat. Cou. L. Ex. RN	5/95*	52	51	98%
Nat. Cou. L. Ex. RN	12/96*	49	45	92%
USMLE, Step 1	6/95	138	131	†95%
USMLE, Step 2	8/95	79	73	**92%
USMLE, Step 2	3/96	67	61	**91%
Neonatal Nurse Practitioner Certification	10/95 4/96	11	1 na	100%
Family Nurse Practitioner Certification	6/95 10/95	91	81	88% 100%
Nurse Anesthetist ‡	12/95	15	15	100%
Occupational Therapy	7/95	34	33	97%
Physical Therapy	7/95	51	51	100%
Radiologic Technology ARRT	7/95	10	10	100%
SC State Board of Dentistry	5/95	47	39	83%

*Due to various testing dates, graduation dates are used.

†First-time takers had pass rate of 96%.

**First time takers had passrate of 97%‡An MUSC student made the highest score in the nation on this examination

4. Reports of Program Changes

No report necessary.

5. Academic Advising

This component will be reported on in 1996-97

6. Developmental Education

This component is not applicable to MUSC.

7. Admissions Standards

This component is not applicable to our institutional type.

8. Acheivement of Students Transfering from Two to Four-Year Institutions

This component is not applicable to MUSC.

9. Retention and Attrition

Analysis of the retention/attrition data for the 1991 cohort reveals an overall retention rate for MUSC of 79.8%. Completions are reported only if they are within 150% of the time it usually takes a full time student to finish a program of study. Each program reviews attrition on a case by case basis to identify the factors related to the decision of students to leave the program prior to graduation. Students in the postbaccalaureate professional programs tend to have the highest retention/completion rate (e.g., Dental Medicine 93.2%, Medicine 94.6%, PharmD 100%, Nursing masters 88.1%). Undergraduate retention/completion rates vary considerably between colleges (Health Professions BS 59.5%, Nusing BSN 86.7%, BSPharm 97%).

10. Minority Student and Faculty Access and Equity

Minority Undergraduate Enrollment and Minority Undergraduate Degrees Earned

Category	1992			1995		
	African-American #	Total #	African-American %	African-American #	Total #	African-American %
A. Enrollment 1. Number and Percentage of African-American Undergraduate Students	80	995	8.0%	61	839	7.3%
B. Degrees Earned 1. Number and Percentage of African-American Associate Degree Recipients	N/A	N/A	N/A	N/A	N/A	N/A
2. Number and Percentage of African-American Bachelors Degree Recipients	12	317	3.7%	28	384	7.3%

11. Student Athletes

This component is not applicable to MUSC.

12. Student Development

Overall

The SACS Visiting Team for reaccreditation reviewed all aspects of the programs for student development at MUSC and made no recommendations for improvement or change. The report of the Visiting Team commended the Medical University for "the human, physical, financial and equipment resources invested in the Harper Student Center, and the innovative concept of the Wellness Center and its component parts, especially the Counseling and Psychological Services, Writing Center, and athletic facilities."

Counseling and Psychological Services

CAPS surveyed over 1000 MUSC students in order to better understand the reasons some students do not seek out mental health services such as those provided through CAPS and to examine the relationship between those students' psychological distress and perfectionism. Information relevant to CAPS, the Wellness Center and MUSC faculty members is currently being analyzed and results will be reported later this month. A comprehensive database was created in Fall 1995 on all CAPS clients; data collected will allow CAPS staff to monitor on a regular basis clients' psychological adjustment and response to treatment.

Student Health Services

During two months (one fall and one spring) anonymous questionnaires were given to students visiting the service. Tabulated results indicated to need for change in services. Student Health Services attained 100% compliance with prematriculation vaccination requirements for incoming students. A reduction in cost for the hepatitis vaccine series was negotiated with Smith-Klein Pharmaceuticals, which will allow a decrease in charges to students from $150 to $99 in Fall 1996.

International Programs

International Programs and Services was shifted from the Office of Diversity to the Harper Student Center this year. An English as a Second Language course was established. Working relationships with different cultural associations in the Charleston community have been developed to help expand the support network for international students.

MUSC Gives Back

This program offers a catalog of community volunteer opportunities and conducts interviews/placement services to match students with volunteer interests. Creation and implementation of the volunteer activity database is in programs. The system will provide students with documentaion of community service activities and hours they have accumulated in order to meet curriculum requirements (several MUSC colleges have implemented community service hours as part of graduation requirements).

Student Financial Management

Implementation and conversion of University based computer systems to the integrated "Colleague" student information systems moved on-line in April 1996. Responsive to comments from the student survey conducted as part of the SACS Self-Study, a new scholarship brochure was developed with information on various scholrships by college discipline. Also flyers were distributed to inform students on how to search for scholarship information on the Web site. A statistical study , based on a random sample of 1996 graduates of the College of Medicine, investigated the relationship to career choice, practice options and future borrowing. Findings of the study were that career choice was not influenced by gender, salary, grade point average or indebtedness. The lending industry has established a basic rule that borrowers should keep monthly payments at 8-10% of income. A regressional analysis was conducted and a prediction was made that to avoid compromising future borrowing for consumer debts, an appropriate level of borrowing is between $64,203 and $65,385. It was also determined that between 9-24% of the students borrowed at a level greater than 8% of their annual projected salary based on career/residency choice. Based on the borrowing patterns, new approaches to debt counseling for students will be implemented to assure borrowers are makinginformed decisions regarding borrowing and the implications for the future. Student surveys to update cost-of-living and evaluation of surveys were conducted in February 1996. The study indicated student budgets currently reflect adequate living allowances, and the overall evaluation of financial aid services was above satisfactory.

Student Programs and Activities

Student Programs managed 72 social, cultural and recreational programs withtotal attendance of 12,250 students.

Housing Service

A new computerized system was designed for Off-Campus Houseing, resulting in enhancement for reporting and placement.

Wellness Center

The pool facility opened in July 1995 and aquatic programs were implemented based on student and client surveys. Based on surveys, compaints were addresed regarding closure of the gym for University functions for alumni or community based activities, earlier hours, locker room cleaning, and cooling systems.

13. Library

This component will be reported on in 1997-98.

14. Administrative Processes

This component will be reported on in 1996-97.

15. Physical Plant

This component will be reported on in 1996-97.

16. Public Service

This component will be reported on in 1997-98.

17. Research

MUSC's programs of research in biomedical science and health services delivery are central it its overall academic mission. MUSC faculty members attracted 537 research projects in 1994-95 (the last fiscal year for which complete data is available at this time). Research funding increased 27% from $52 million in 1993-94 to $66 million in 1994-95. Federal funding increased from 157 awards totaling $32 millin to 172 awards totaling $44.8 million. The number of awards with budgets greater than $1 million increased from 4 to 9. Of the 767 grant proposals submitted, 70% were funded. These data indicate that MUSC faculty continue to demonstrate their strong research ability and competitiveness at a time when research dollars are increasingly difficult to obtain and competition for available research dollars is growing.

The SACS Visiting Team commended the University for its impressive growth in extramural research funding.

SOUTH CAROLINA STATE UNIVERSITY

Introduction

The 1996 Institutional Effectiveness Assessment Summary Report for South Carolina State University includes reports on the following areas: General Education; Majors and Concentrations; Performance of Professional Program Graduates on Licensing and Certification Exams; Academic Advising; Entry Level Skills and Developmental Education; Analysis of Undergraduate Retention and Attrition; and Academic Performance of Student Athletes.

The following remaining components will be reported on in the annotated year: Procedures for Student Development (1998); Library Resources and Service (1998); Administrative and Financial Processes and Performance (1998); Facilities (1997); Public Service (1997); and, Research (1997).

The components reported by CHE are: Reports of Program Changes that have Occurred as a Result of External Program Evaluations; Success of Entering Students in Meeting College or University Admissions Prerequisites; and Minority Student and Faculty Access and Equity.

The institutional effectiveness assessment program at South Carolina State University is a comprehensive process which involves extensive input from constituents across the entire campus. This is demonstrated in the following list of components that are reported on this year and the primary individuals or offices furnishing information and/or reports for each of the components.

Component	Individual/Office
General Education	Vice President for Academic Affairs, Office of Institutional Research, Psychometric Services, Chairs/Deans
Majors or Concentrations	Chairs/Deans
Performance on Professional Exams	Chairs/Deans
Academic Advising	Academic Advising Committee, Associate Vice President for Faculty & Programs, Institutional Research
Entry Level Placement and Developmental Education	Freshman Programs
Analysis of Undergraduate Retention and Attrition	Institutional Research, Records & Registration, Computer Center, Counseling Center
Academic Performance of Student Athletes	Institutional Research, Records & Registration, Computer Center

Of the components reported on this year, South Carolina State University is particularly proud of the progress made in the addition of Writing Across the Curriculum (WAC) to enhance the General Education program. A system is currently being put in place to holistically evaluate papers written by freshmen and sophomore students and to store scores in a database so their progress toward becoming more proficient writers can be tracked. This program will impact all departments at the University. The program will involve, in part, training faculty to holistically evaluate papers, developing satellite writing centers and a practicum in tutoring writing, as well as publishing a newsletter.

1. General Education

The General Education program at South Carolina State University was conceived and designed to promote the student's acquisition of the competencies that lend themselves to the development of a comprehensive educational base. The general education program is not only designed to teach competencies in basic areas such as English, mathematics, sciences and social studies, but it is also designed to teach basic skills that cross disciplinary lines.

Two instruments were used to assess the effectiveness of the general education program at SCSU. These instruments were the College Basic Academic Subject Exam (BASE) and a locally developed senior exit survey. SCSU is also implementing a "Writing Across the Curriculum" (WAC) project which will have an impact on students' performances in every department.

The College BASE was administered to the entering freshman cohort in 1993, and to the remaining members of that cohort at the end of their sophomore year, after most of them completed the majority of their general education courses. College Base staff indicate that 15 points between subsequent administrations of the exam would be considered a substantive difference. Substantive improvements were noted in the following areas: English, reading and literature, algebra and general science, as well as in both science subareas of laboratory and field work and fundamental concepts. The overall composite score also showed a substantive improvement.

The results of the Senior Exit Survey was positive. High percentages of students responded positively on the key indicators of problem solving (92%), time management (84%), completing personal projects (91%) and working cooperatively in a group setting (88%). The positive responses of students regarding their improvements in the communication skills of writing (92%), speaking (90%) and understanding written communication (85%) were particularly reassuring.

The Writing Across the Curriculum program being developed at SCSU is designed to help improve the writing skills of the students. A director for that program was named in October, 1995. By December 1995, all twenty-one departments participating in the program had named department liaisons, and they had met several times to discuss the WAC plan. During the summer of 1996, the process of holistically grading papers written by freshman and sophomore students will begin. Student scores will be recorded on a database so their individual progress toward becoming more proficient writers can be monitored. The development of satellite writing centers and a practicum in tutoring writing will aid in linking assessment results to improvement in students' writing skills.

2. Majors or Concentrations

During the Spring, 1996 semester, designated departments at SCSU completed an assessment of the majors they offered. The assessments were done in accordance with the schedule specified by the Commission on Higher Education. According to this schedule, the following departments/majors were assessed in conjunction with their self-study: Physical Sciences (Chemistry and Physics); Art; Drama; and Music. The following departments completed interim reports of their assessment activities: Computer Science; Mathematics; Family and Consumer Sciences; and Nursing.

The department of Physical Sciences administers an exit examination in the chemistry area and in the physics area and an exit survey to all seniors who are approved for graduation. At the present time the examination is not a requirement for graduation, but consideration is being given to making it mandatory. The annual evaluation of faculty, the student evaluation of courses and faculty, and the records of student performance are used for planning within the physical sciences department. Assessment plans include: (1)implementing a survey of graduates, (2) a departmental workshop on student assessment, (3) proceeding with steps to obtain accreditation of the chemistry department by the American Chemical Society, and (4) asking each faculty member in the department to select one project to concentrate on during the academic year in an effort to make assessment of faculty more meaningful.

Assessment in the art department consists of completing an exit examination and conducting an exhibition of the student's work. The work and the exhibition are to be critiqued by an outside juror, usually an artist of national reputation. This year two graduates in the art department were honor students, and seniors' performances on the written test were the best to date. Improvements in students' performances are attributed to adjustments in some studio courses and new procedures in art appreciation and art history courses. Results of this assessment indicate students need to write more essay type answers, and that more discussions and group critiques are needed in studio courses.

The assessment conducted in the dramatic arts area consisted of a comprehensive two part senior exit examination. Part one of the examination was a comprehensive interview evaluation, and part two consisted of a 100 item multiple choice test. One graduating senior took the exam and scored a "high recommendation" on part one, and a score of 72% (70% required) on part two. Should any students not pass the exam, a plan has been developed to improve their performance before reexamination.

Music majors were required to pass a piano proficiency exam and to present a two part senior recital, one part of which included an oral examination. This year seven students attempted and successfully completed their senior recitals. The assessment results will be used to improve the program. This year it was determined that priority should be given to instruction in the applied music area.

Interim reports for this reporting cycle were completed in computer science, mathematics, family and consumer sciences and nursing. In computer science and mathematics, courses in specific designated areas were targeted for content review. Assessment results for family and consumer sciences will be utilized during the yearly in-house reviews. As a result of previous assessments in the nursing department, students are now required to achieve a minimum of 75% on the NLN comprehensive test and to take N-CLEX-RN preparatory tests in order to pass the nursing practicum. The new requirements have significantly improved the performance of current graduating seniors on standardized tests.

Overall, the result of the assessment of majors was generally positive and, for the most part, meet the standards set by the respective departments. The results of the assessments are being utilized by the various departments to identify strengths and weaknesses and to modify programs for improved student learning and performance.

3. Performance of Professional Program Graduates on Licensing and Certification Examinations

There are three programs at SCSU that require their graduates to pass certification or licensure exams in order to be employed in their major field of study. These three areas are education, speech pathology and audiology, and nursing. The education area consists of two departments requiring teacher certification. These departments are Teacher Education and Health and Physical Education. The graduates of the Speech Pathology and Audiology department must also receive teacher certification. The nursing program, which originally was an RN program, was expanded in 1988 to include a generic nursing program. The graduates of the generic nursing program must pass the National Council Licensure Examination for Registered Nurses (N-CLEX-RN), which is the state board examination.

The Department of Teacher Education had a total of 159 student teachers during the 1995-96 semesters. Of this number, 159, or 100% made the state mandated score on the Professional Knowledge Exam, while 136 students, or 86%, made the state mandated score on their respective Specialty Areas of the NTE.

Moreover, 136, or 86% of the students met the established criteria for the department's outcome assessment. The Department of Health and Physical Education is the academic unit within the School of Education at SCSU that prepares health and physical education teachers for kindergarten through twelfth grades. As such, the department uses the assessment plan adopted by the School of Education. All (100%) of the seven graduating seniors in physical education and the one health education major met the requirements of the School of Education.

Undergraduates in the Department of Speech Pathology and Audiology, administered by the School of Applied Professional Sciences, are required to take and pass the Professional Knowledge Examination (PKE) of the NTE and to take the specialty area examination in speech-language pathology. The test results in this section are reported for 1995-96 graduates.

The Professional Knowledge Examination is designed to measure examinees' knowledge of that core of information and those cognitive practices that are directly relevant to the role of a beginning teacher who has been educated in an accredited teacher preparation program. The passing score for this examination is 642. During the 1995-96 academic year 16 speech pathology and audiology majors took the PKE and 15 passed, for a 94% pass rate. However, all twelve of the 1995-96 graduates completing the approved teacher education program in speech pathology and audiology passed the PKE for a 100% pass rate.

The specialty area test of the NTE for Speech Pathology and Audiology (NESPA) measures examinees' academic preparation in, and knowledge of, the field. This examination is typically taken by examinees who are in, or who have completed, a master's degree program. The state mandated score for teacher certification is 510. Of the twelve bachelor's level graduates completing the approved teacher education program in speech-language pathology in 1995-96, five (5) or 41.66% obtained the required score. Effective fall 1996, students will be required to enroll in a preparatory test-taking skills workshop offered by the University's Psychometric Center prior to sitting for the specialty area examination. In addition, the Department will begin to offer a recapitulation seminar in Fall, 1996. This seminar will be offered prior to the administration of the NESPA.

The nursing program was originally created at SCSU to provide an opportunity for Registered Nurses to earn a Bachelor of Science Degree in Nursing. Students enrolled in this program did not have to take the N-CLEX-RN since they were already licensed. A four-year generic program in nursing was implemented in academic year 1988-89. Instructional assessment of this nursing program is evaluated by the NLN and the N-CLEX-RN examinations. It was found that passing the NLN Comprehensive Examination is not a reliable predictor for passing the N-Clex-RN. Changes in teaching strategies, more stringent admission criteria and substantive curriculum revisions have been implemented. A new course requirement was implemented in Nursing 451 (Nursing Practicum). Students are now required to achieve a minimum of 75% on the NLN Comprehensive Exam and other standardized N-CLEX-RN preparatory examinations to pass the course. The new requirement has significantly improved the performance of current graduating seniors on standardized tests. All twenty-three current seniors were successful in completing Nursing 451. Faculty anticipate that this new requirement will substantially increase the first-time pass rate of SCSU nursing graduates on the N-CLEX-RN exam.

4. Reports of Program Changes That Have Occurred as a Result of External Program Evaluations

No report necessary.

5. Academic Advising

South Carolina State University defines academic advising as an established system that provides individual student guidance designed to promote and ensure successful academic progress. In practice, the system has three components. The first component of the system encompasses a faculty/student relationship in which a faculty member (advisor) helps a student (advisee) to select, plan, and complete his/her academic goals without unnecessary delays and expenses. The second component of the system includes training for advisors so that they may perform their duties effectively and efficiently. Advisor training procedures include receiving relevant updated information on curricular and advisement procedures during scheduled departmental meetings, pairing new faculty with experienced faculty during scheduled advisement periods, and conducting needs-specific workshops designed to improve the advisement system. Such workshops have included training on computerized advisement. A third component of the advisement system includes an Academic Advisement Committee. This is a working committee that receives, on an on-going basis, many suggestions for improvement in the area of academic advisement. The committee is currently updating the Faculty Academic Advising Handbook which will be distributed to the faculty during the Fall, 1996 semester.

To assess the impact of academic advising at SCSU from the student's perspective, the institution, in the spring 1995 and spring 1996 semesters, administered an ACT Survey of Academic Advising to 161 and 179 sophomores, respectively. Among other things, the survey examined: (1) background information on the respondents, (2) information on the academic advising system, (3) academic advising needs and satisfaction with the advisor's assistance, (4) respondent's impressions of the advisor, (5) respondent's tenure with advisor, and (6) respondent's comments and suggestions. The results of the survey administered to 179 sophomores on May 3, 1996 mirror the results of the 161 sophomores surveyed in May, 1995. Succinctly, the majority of the 179 respondents were traditional college students under the age of 21; they were in-state residents; they were pursuing the B.S. degree; they felt that their academic needs were met; their current advisors had served them for 6 months to 2 or more years; and they were generally satisfied with the system.

To assess faculty members' perspectives of academic advisement, an ACT-type instrument, "Survey of Faculty Perception of Academic Advising" was recently developed and pilot tested with a small group of faculty during the Summer, 1996 term. Based on input from the pilot, the instrument is being refined and will be administered to the entire faculty during the Fall, 1996 semester.

To assess the advising process in the individual departments, each chair is asked to respond to an instrument, "Survey of Departmental-Level Academic Advisement," by September 15, 1996. Each chair, with input from the faculty, is to note problem areas and indicate training needs and other steps to be taken to correct the problems.

Academic advisement is a top priority at South Carolina State University. This is evidenced by emphasis on training for advisors, incorporating student advisement in faculty members' annual evaluation, considering students' satisfaction with the advisement system, and the establishment of a university-wide academic advising committee.

6. Entry Level Placement and Developmental Education

All first-time full-time freshmen entering South Carolina State University must demonstrate proficiency in the areas of English, reading and mathematics. Students who demonstrate a deficiency in any of these areas must enroll in the appropriate developmental course. The assessment instruments used to determine the student's skill levels in English, reading, and mathematics are the ASSET, Nelson-Denny Reading Test and the College Board Multiple Assessment Programs and Services (MAPS), respectively. In addition, the Department of Mathematics and Computer Science administers a departmentally developed instrument to measure entering students' skills in basic algebra. These two tests (MAPS and departmental) provide a more accurate mathematics placement for students based on the requirements for their intended majors.

Of the students who successfully completed their developmental course, the following percentages show success in their first non-developmental course. Eighty-three percent of the students who successfully completed English 100 also successfully completed English 101. Seventy-three percent of the students who successfully completed Math 100 also successfully completed Math 102 or Math 103 (their first non-developmental course). Eighty-one percent of the students who completed Reading 101 were also successful in their first social science course, or introductory course for their major area of study (as determined by majors).

The above information indicates that a substantial number of students who completed a developmental course at SCSU were successful at completing the entry level course in their respective discipline.

The success of students who began their collegiate education jointly enrolled in a developmental course was the direct result of an annual internal assessment of the services provided to students by the developmental faculty and staff. During in-service, each course, its content and structure, the delivery systems, textbooks, computer software, advising procedures, course selection, instructional counseling and performance criteria are examined to determine the success indicators and to address the general concerns of faculty. Based upon these identified success indicators, plans are implemented in each academic discipline group meeting (mathematics, English, reading) to make adjustments and changes that would impact upon the program in a positive manner.

7. Success of Entering Students in Meeting College or University Admissions Prerequisites

Percentage of New Freshmen Who Met All Prerequisites for College Admission

	1993	1994	1995
All Freshmen	79	83.6	84.2
S. C. Residents	79	84	85.6
Non-Residents	78	81	79.5

8. Achievement of Students Transferring from Two to Four Year Institutions

This component is not applicable to our institutional type.

9. Analysis of Undergraduate Retention and Attrition

An analysis of undergraduate attrition was conducted to determine when and why most students leave. In looking at the students enrolled as first time, full time freshmen in 1989, we can determine their six year graduation rate. The six year graduation rate for this 1989 cohort was 42.2%. When looking at the institution's racial majority, we see that 231 of the 477 black females (48.4%) who enrolled in 1989 had graduated by 1995. The comparable figures for black males was 148 of 412, or 35.9%. The six year retention rate, which consists of those students still enrolled and those students who have graduated, is 51.8% for first time freshmen as a whole; 57.2% for black females, and 46.6% for black males. The one year attrition rate for 1994 first time freshmen was 27.2%. This rate increased to 32.3% when looking at the two year attrition rate for 1993 freshmen. After the second year, as would be expected, the attrition rate appears to level off. When looking at students who entered SCSU from 1989 through 1992, we see that attrition increases only gradually after the initial two years. Each year the attrition rate of black male students was higher than among black female students.

The students who withdrew from the university this academic year reported various reasons for doing so. For the most part, they seemed satisfied with the general operation of the university and the quality of education provided. However, since the aim of the university is to retain as many students as possible, it is recommended that efforts be expanded to reduce attrition. Actions which may prove beneficial if maintained are: (1) Provide services that promote the optimal physical and emotional well-being of the student; (2) Provide work-study assignments to help supplement the income of students who are financially needy; (3) Provide access to job training opportunities and internships in the community; (4) Offer a wide array of student activities and cultural enrichment programs designed to enhance students' lives; and (5) Evaluate transfer students' transcripts and provide immediate feedback on ways to achieve their goals at the university.

10. Minority Student and Faculty Access and Equity

Minority Undergraduate Enrollment and Minority Undergraduate Degrees Earned

Category	1992			1995		
	Whites #	Total #	Whites %	Whites #	Total %	Whites #
A. Enrollment						
1. Number and Percentage of White Undergraduate Students	191	4,626	4.1%	142	4,129	3.4%
B. Degrees Earned						
1. Number and Percentage of White Associate Degree Recipients	N/A	N/A	N/A	N/A	N/A	N/A
2. Number and Percentage of White Bachelors Degree Recipients	9	480	1.9%		651	

11. Academic Performance of Student Athletes

South Carolina State University athletes show equivalent data to institutional norms on both admissions and graduation indicators. In selected cases they reflect even greater indicators of satisfactory or successful performances than their fellow students. The data on freshman scholarship athletes who did not meet the admission criteria in the 1995 cohort shows only 18.75% did not meet the criteria. This percentage is comparable to the proportion of all freshmen who did not meet the criteria (17.3%). The graduation rate for all students in the 1989-90 cohort was 42% compared to the football athletes' which was 39% and the basketball atheletes' at 0% (two athletes enrolled, none graduated).

The overall graduation rates for scholarship athletes are slightly above those for the entering freshman class as a whole. The average time to graduate for scholarship athletes (based on 1983-84 through 1989-90 entering cohorts) is similar to that of the general freshman class. Average SAT scores are also comparable between scholarship athletes and the general student body.

The admissions standards applied to athletes receiving financial aid are the same as those applied to the general student body. Athletes at South Carolina State University complete their degree programs in approximately the same length of time as the other students, and have a slightly higher retention to graduation rate. In short, the academic performance of student athletes is comparable to the academic performance of the student body as a whole. The information on the academic performance of student athletes is used to ensure that the high academic standards of athletes are maintained at SCSU.

12. Procedures for Student Development

This component was last submitted to the Commission on Higher Education in July, 1995. Based on the institution's schedule of reporting, a report for this component will be submitted next to the Commission on Higher Education in July, 1998.

13. Library Resources and Services

This component was last submitted to the Commission on Higher Education in July, 1995. Based on the institution's schedule of reporting, a report for this component will be submitted next to the Commission on Higher Education in July, 1998.

14. Administrative and Financial Processes and Performance

This component was last submitted to the Commission on Higher Education in July, 1995. Based on the institution's schedule of reporting, a report for this component will be submitted next to the Commission on Higher Education in July, 1998.

15. Facilities

This component was last submitted to the Commission on Higher Education in July, 1992. Based on the institution's schedule of reporting, a report for this component will be submitted next to the Commission on Higher Education in July, 1997.

16. Public Service

This component was last submitted to the Commission on Higher Education in July, 1994. Based on the institution's schedule of reporting, a report for this component will be submitted next to the Commission on Higher Education in July, 1997.

17. Research

This component was last submitted to the Commission on Higher Education in July, 1995. Based on the institution's schedule of reporting, a report for this component will be submitted next to the Commission on Higher Education in July, 1997.

UNIVERSITY OF SOUTH CAROLINA - AIKEN

Introduction

In the 1996 Institutional Effectiveness report, USC-Aiken is reporting on the components of General Education, Majors or Concentrations, Performance on Professional Licensing or Certification, Academic Advising, Entry-level Skills and Developmental Education, Retention and Attrition, Academic Performance of Student Athletes, and Facilities.

CHE will report on the components of Program Changes Resulting from External Reviews, Success in Meeting College or University Admissions Requirements, and Minority Student and Faculty Access and Equity.

The remaining components (except for Transfer from Two to Four Year Institutions, which is not applicable for USC-Aiken) are not scheduled to be reported this year. Those include Procedures for Student Development, reported last in 1995 and reported next in 1998; Library Resources and Service, reported last in 1995 and reported next in 1998; Administration and Financial Processes and Performance, reported last in 1995 and reported next in 1998; Public Service, reported last in 1994 and reported next in 1997; and, Research, reported last in 1994 and reported next in 1997.

General Information

USC-Aiken continues in its dedication to the assessment and continuous improvement of student outcomes. To this end, USC-Aiken has been selected as having **Exemplary Programs** by the South Carolina Commission on Higher Education (SCCHE) and the South Carolina Higher Education Assessment Network (SCHEA), as well as by the Library Director's Association, in the seven following areas:

- **Assessment of the English Major**
- **Assessment of Retention and Attrition**
- **Assessment of Written Communications in General Education**
- **Assessment of Administrative Processes**
- **Assessment of Speech Communication Concentration**
- **Assessment of Library Resources and Service**
- **Assessment of Advising**

USCA has recently instituted **five new academic programs and one new area of concentration** in order to meet the growing needs of its students. They are as follows: Industrial Mathematics (in conjunction with Aiken Technical College), Exercise and Sports Science, Comprehensive Science in Secondary Education, Chemistry in Secondary Education, Masters of Education, and Management of Golf Properties (concentration in the School of Business Administration and Economics).

1. General Education

General Education at USCA is defined as a set of skills, knowledge and abilities that are generally recognized as integral to the concept of an educated person. These knowledge, skills, and abilities include the following:

- Thinking critically and analytically, questioning, searching out concepts;
- Communicating effectively using numerical, notational, and other symbolic systems;
- Appreciating cross-cultural perspectives;
- Exploring values openly and critically;
- Finding and examining relationships among disciplines, concepts and areas of study.

USCA requires all freshmen and seniors to participate in the assessment of general education. The following assessment methods are used to study student outcomes in general education: *College BASE* (standardized exam) administered to freshmen and seniors; holistically graded portfolios from the English composition sequence; syllabi review; and surveys of current students, alumni, employers, and faculty. USCA is currently developing the following methods: surveys of entering and exiting students, and "in-house" measures.

The *College BASE* assesses interpretive, strategic, and adaptive reasoning. The results of the past three years of data demonstrate there is a consistently larger percentage of seniors scoring at the high level of each reasoning skill level than there is for freshmen. Additionally, the data of the past three years demonstrate that the seniors are showing slightly greater gains each year over the freshmen. Survey data shows that employers, alumni, and students consistently rate the contribution of the general education curriculum to the development of critical thinking skills highly.

The results of the *College BASE* have consistently shown that the overall (composite) score of seniors is significantly higher than the overall score of freshmen. While, the composite score of the freshmen has remained relatively stable and consistently below the mean of 300 (279, 280, and 277, respectively for the past three years), the composite score for the seniors has been consistently above the mean, with increases over the past three years (i.e., 307, 313, and 320, respectively). Moreover, the seniors consistently score higher than freshmen in all subject areas measured by the exam (i.e., English, mathematics, science, and social studies) and the senior scores in subject areas have consistently risen over the past three years, with the exception of English which has been inconsistent.

Within the subject area of mathematics, the cluster scores for algebra and geometry show no significant gains in the scores of seniors over freshmen. However, there are consistent significant gains in the scores of seniors for the mathematics cluster of general mathematics (i.e., practical applications of mathematics formula, properties and notations, and competence in the use of statistics), and these gains have been steadily increasing over the past three years, with difference scores of 23, 31, and 53 respectively.

The strongest gains shown for seniors on the *College BASE* have typically been in the areas of science and social studies. The most recent scores (AY 1995-96) indicated that the USCA seniors scored significantly higher than the comparison group of all examinees taking the exam from all participating institutions in every subject area and on the composite score.

USCA has always seen consistent significant gains in its English scores of seniors over freshmen. However, while increases have been shown in the senior's cluster score of "Reading and Literature," there has been a decline in both freshmen and senior scores in the cluster area of "Writing." It is suspected that the increased number of transfer students is contributing to this. (40% of USCA's upper level students are transfer students.) This suspicion is consistent with the data gathered by the Department of English's Composition Sequence Assessment Portfolio, which shows satisfactory gains in writing across the sequence for the students who take the sequence at USCA.

The appreciation of cross-cultural perspectives was the lowest rated area of the five general education goals by current students; the next to the lowest rated item for alumni, although the positive ratings by alumni have increased approximately 16%; and the third lowest rating given by faculty. It is important to note, however, that a large increase occurred in the satisfaction ratings of current students in this area in the most recent survey. (Specifically, 76% of the 1995-96 sample gave ratings of satisfaction to this area, as compared to only 49% of the 1990-91 sample.) This increase may be due to the emphasis that is currently being placed on this area in the curriculum.

With respect to the goal of exploring values openly and critically, the vast majority (74%) of alumni rated their ability in this area as having been impacted by their general education experiences. Exploration of values was the second highest rated ability being affected by general education in the faculty survey, as well. In the most recent student survey, approximately 78.3% expressed satisfaction with the effect of general education courses on the development of this ability, which was an increase of 2.3% over the year before.

Approximately 67% of the responding employers of USCA graduates rate our graduates as either good or excellent in the application of professional ethics in decision-making.

With respect to the goal of finding and examining relationships among disciplines, concepts, and areas of study, the results of survey data have been inconsistent concerning the students' abilities. The majority of alumni (72%) rated their ability in this area as having been affected by general education. Additionally, while the majority of employers surveyed (62%) gave good and excellent ratings to the graduates' abilities in this area, the percentage of employers giving these ratings was lower than had been found in other areas. This ability was the lowest rated area by the faculty, with only 34% giving a rating of "adequately prepared" or better for the students in this area. However, this area was tied for the second highest rating by current students of the five general education goals. The students' rating increased from 78% last year to 82% this year, and has shown consistent increases in satisfaction over the past five years (i.e., with the percentage of students rating this area as satisfactory having grown from 46% to 82% over the past five years).

Use of Assessment Findings

Based on the assessment of general education, the following has occurred:

- USCA has instituted a new general education curriculum, with a special emphasis placed on cross-cultural perspectives.
- Revisions are being made to the mathematics placement exam and the delivery of lower level mathematics courses.
- The Department of English will phase out placement testing and English 100. All new incoming students will be mainstreamed into a more intensive English 101 course, and all students will be required to pass a proficiency portfolio at the end of 60 hours. Students failing the portfolio assessment will be required to take and pass English 201, Writing in the Disciplines.

2. Majors or Concentrations

Assessment of the majors from the following areas are reported in the current report: Chemistry, Mathematics/Computer, Associate's Degree in Nursing, and Bachelor's Degree in Nursing.

A complete assessment report for each major can be found in the full Institutional Effectiveness Report on file with the SC Commission on Higher Education and the USCA Office of Assessment and Institutional Research. This summary will briefly highlight some of the major assessment findings for each major and a sample of changes that these results have brought about.

The following matrix provides a list of the assessment instruments used by each program for the major.

	Majors			
*Assessment Instrument **	Chemistry	Math/ Computer Science	Nursing (Associate)	Nursing (BSN)
Senior Exit Survey	X	X	X	X
Focus Groups w/ Seniors	X			
Transcript Evaluation		X		
Capstone Course	X	X		X
Locally Developed Exam	X	X		
Senior Research	X			
Alumni Survey	X	X	X	X
Course-embedded	X	X	X	
Peer/External Review	X	X	X	X
Student Tracking	X			
Employer Survey	X	X	X	
Advisory Board			X	X
National/Local Exam			MOSBY NCLEX	
Review of Syllabi	X	X	X	X

Chemistry

Findings from assessment have indicated that students have perceived weaknesses in their skills and knowledge of computer applications in chemistry. This has been addressed by changes in several laboratory classes where a number of computer applications of data acquisition, handling, and reporting have been incorporated. Further, the Department of Chemistry has held preliminary discussions with representatives of the Math/Computer Science Department to discuss the possibility of developing a new course for the chemistry majors.

Exit interviews with seniors have indicated some confusion in the past about the nature and purpose of Senior Research (ACHM 499). The faculty has since defined a common set of expectations which are written on each Independent Study Contract for Senior Research. Follow-up data show that the student attitudes have changed in response to this.

Exit interviews also indicated that students were not retaining the knowledge from the freshmen chemistry sequence as upperclassmen. As a result, the faculty have made change to the instructional methods and texts used in those courses. Further, some of the advanced courses are not as well integrated as they could be so that they compliment each other. Thus, the Department is working to develop a one credit seminar course for chemistry majors that will begin in the middle of the program to address some of the concerns that they do not carry information forward from the early courses and do not integrate the material from one course into the next.

Mathematics/Computer Science

The following problems have been identified as a result of this year's assessment program. Corrective actions are included.

1. The number and variety of computer science courses needs to be increased.

ACTION: A new course, ACSC 411 - Operating Systems, has been developed and will be offered for the first time during the Fall semester, 1996. Increased emphasis is being placed upon "special topics" to provide greater variety in computer science course offerings. Further, the advent of a new major, Industrial Mathematics, is expected to create a new faculty position within the Department. The individual filling this position should have a background in computer science, and thus, will increase the Department's ability to offer a broader spectrum of computer science courses.

2. Students have some problems relating the math/computer science studies to "real world" problems.

ACTION: The Department is aggressively developing a series of laboratory exercises to be included in AMTH 242 - Ordinary Differential Equations, to increase students' appreciation of practical applications of math theory. Credit hours for this course have been officially changed for academic year 1995-96 from 3 to 4 to accommodate the addition of the laboratory requirement. The laboratory will require students to investigate a variety of physical applications of mathematical theory. The first of these laboratory exercises was included in the course during the 1995-1996 academic year, and development of additional laboratory exercises is continuing. The course is required for all math/computer science majors and well as engineering majors.

3. Students felt that the support received from academic advisors was insufficient.

ACTION: This group of students is the first to express dissatisfaction with academic advisors, and this finding is a surprise. It is felt that aggressive action in this area may be premature, however this matter is included in the agenda for the first Department meeting in August, 1996.

4. Some students feel that faculty teaching methods are ineffective.

ACTION: The majority of math/computer science majors indicate satisfaction with the instruction they have received, but a minority indicate serious concerns on a recurring basis. The Department is aggressively developing the use of technology in a number of lower-level courses, and it is anticipated that success with these new teaching methods will lead to increased use of technology in all math/computer science courses. The topic of student perceptions of faculty will be made a recurring topic of discussion at Department meetings in order to maintain an awareness of the importance of student attitudes.

School of Nursing

The School of Nursing offers two degree programs: (1) the Bachelors of Science in Nursing and (2) the Associate Degree in Nursing.

Bachelor of Science in Nursing

Findings from assessment at each level of the curriculum, including the senior project, provided evidence of improved ability to assess client's health care needs, interpret the resulting data base, prioritize clients' needs, plan and implement appropriate interventions, and evaluate the outcomes of nursing interventions in terms of needed changes. These findings were discussed in the curriculum committee and strategies for continued improvement of student outcomes planned, including continued emphasis on writing throughout the curriculum, involving referral to the Writing Room when the need is recognized. Activities to implement critical thinking behaviors in planning nursing care continue to be a priority.

As a result of curriculum revision based on student need, effective fall semester 1995 the senior project has been moved to ABSN 411 Leadership and Management. This course will now be required during the final semester of the BSN program. Criteria for the project have been developed by the faculty to ensure that this is an appropriate experience for the student to synthesize and apply his/her knowledge of the health care delivery system.

Of the seniors responding to the exit survey, 100% indicated that they plan to attend graduate school. Of those 31% had already applied or been accepted to graduate school. Narrative comments indicated that the graduates believed they had received a sound basis for continuing their formal education.

Associate Degree in Nursing

All applicants to the ADN Program for August 1994 and January 1995 were administered the NLN RN Preadmission Test. Scores from this test were used to help validate the appropriateness of selected applicants. Based on the results of these measures, curriculum review was initiated with attention to the philosophy, curriculum framework and course content throughout the program. Organization of course content will focus on making the amount of content consistent through the levels.

The clinical evaluations of each student included criteria addressing professional roles and appropriate professional relationships. Faculty evaluations of each graduating senior revealed no apparent deficits in their ability to identify the roles and role functions of professionals from other health care disciplines.

All graduates were administered the ADN Exit Survey, and the School received a 100% response rate. Of the students responding to the December 1994 Exit Survey, 90.3% reported plans to complete the bachelor's degree in nursing. Thirteen percent (13%) of these had already made application, and 64.5% planned to begin within one year. Of the students responding to the May 1994 Exit Survey, 77.4% indicated an intent to complete the baccalaureate degree and 54.8% had already made application to a BSN program. The majority of these (88.2%) indicted USCA as the school selected for attendance.

3. Performance of Professional Program Graduates on Licensing and Certification Exams

A. National Teacher Examinations

During the 1995-96 academic year 94 of the 97 (97%) USC-Aiken pre-student teaching students passed the Professional Knowledge section of the NTE Core Battery. Ninety-one of the 103(88%) students, who completed student teaching during the 1995-96 term, passed the Professional Knowledge Examination.

With respect to the Specialty Area Examinations, 120 of the 133 (90%) USC-Aiken pre-student teaching students passed the exam during the 1995-96 term. Eighty-nine of the 103 (86%) students who completed student teaching during the 1995-96 term passed the Specialty Area Examinations.

B. National Council Licensure Examination For Registered Nurses (NCLEX-RN)

Of the 33 Associate Degree graduates writing for the above exam in May 1995, 96.9% passed, while 86.5% of 37 students taking the exam in May 1995 passed.

Based on the results of the NCLEX-RN, several curriculum modifications were implemented to the Associate Degree in Nursing Program. These changes are detailed in the full Institutional Effectiveness Report.

4. Reports on Program Changes That Have Occurred as a Result of External Program Evaluations

No report is necessary.

5. Academic Advising

Surveys of students on satisfaction with Academic Advising have been implemented with various groups for the last three years. This includes active students and alumni, as well as efforts to assess the faculty perspectives on this key academic process. Additionally, during the Fall 1995 semester Dr. Edward "Chip" Anderson, a nationally recognized expert on advising and orientation, was the keynote speaker in a campus-wide workshop for advisors, and was provided copies of key advisement and orientation documents from the campus for review and comment. A pilot implementation of a standardized academic advisement survey was undertaken in the Spring of 1996, although the initial reaction from students and faculty is that a locally-developed instrument would be of greater benefit.

Consistently in the surveys of satisfaction, a large majority of students rate academic advising at USCA to be responsive to their needs and a valuable resource in their collegiate experiences. From 1994 to 1996, the percentage of students on the annual student survey who rated the services provided by faculty in their chosen major as "Satisfied" to "Very Satisfied" has been 73%, 79.6%, and 73%, respectively. Additionally, the most recent survey of alumni (for graduates in the class of 1991-92) indicate that 92.4% of those responding rated advising in their major as satisfactory, a rate that is comparable to the two previous alumni surveys of 95% for 1989-90 graduates, and 95.5% for 1990-91. This information appears to correlate positively with a comprehensive survey of enrolled students on the Registration and Advisement processes completed during the Spring 1993 semester. At that time, 87% of the students surveyed responded that overall they were "somewhat" to "perfectly satisfied" with the advisement process. Finally, the review of advisement and orientation materials by Dr. Edward "Chip" Anderson prior to his fall 1995 visit included both commendations for the Advising Manual and the efforts at data collection on the campus. He also suggested that enhancements to the quality of student/advisor interactions might be explored.

In an effort to maintain these high levels of satisfaction, the campus has implemented training programs that will orient every new faculty member to the duties and responsibilities of academic advising, along with periodic training opportunities for continuing advisors. Additionally, in keeping with the recommendation of the Enrollment Planning Team, a group of "special advisors" was recruited from across the academic disciplines and put in place to provide intensive advisement services for provisionally admitted students. These advisors receive special training and conduct "intrusive advisement" throughout the semester to give these students the care and attention needed to be successful. This process is further augmented by the requirement that these students attend nine sessions on techniques for success in college. Beginning with Fall 1996, these sessions have been incorporated into a 1-hour course that will be required of all students admitted with a predicted GPA below 2.0

6. Entry Level Skills and Developmental Education

USCA offers four courses in three areas to develop students who are not prepared in the following basic skills areas:

- English - AEGL 100 - Basic Writing
- Mathematics - AMTH 098 and 099 - Beginning and Intermediate Algebra
- Reading - AEDR 121 - Effective Reading

Success in Developmental Courses - See Table 4 of the Act 255 report for specifics on success in developmental courses. Overall, 101 (28.1%) first-time, full-time freshmen took English 100; 89.1% completed the course successfully and 72.2% of those exiting English 100 went on to successfully complete English 101

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(however, 17 of the students did not attempt English 101). With regard to Math 098 and 099, 196 (54.4%) first-time full-time freshmen took the courses; 29.1% successfully completed the course; and 69% of those passed the entry level class. A total of 22 (66.1%) first-time, full-time freshmen took AEDR 121; 95.5% successfully completed the reading course and 66.7% were successful at the next level.

Use of Findings/Future Plans - The results of these studies are reviewed by the departments in which the courses reside. Additionally, discussions are currently underway as to the possible revision of the mathematics placement test and negotiations are underway to contract with Aiken Technical College (ATC) for the delivery of a remedial math course. Likewise, a contract has been negotiated for ATC to deliver the reading course. Both of these courses will be taught on the USCA campus by ATC faculty. Finally, the Department of English will eliminate English 100 effective January 1997. (See the discussion on General Education for more specifics regarding English.)

7. Success of Entering Students in Meeting College or University Admissions Standards

Percentage of New Freshmen Who Met All Prerequisites for College Admission

	1993	1994	1995
All Freshmen	94	88.9	88.8
S. C. Residents	97	91.3	90.4
Non-Residents	78	72.3	77.5

8. Achievement of Students Transferring from Two to Four Year Institutions

This component is not applicable to our institutional type.

9. Analysis of Undergraduate Retention and Attrition

While USCA's retention rates had been steadily increasing, beginning with the 1993 freshmen cohort, there have been declines in the students who returned their sophomore year. These declines are consistent with major layoffs at the Savannah River Site, the area's largest employer. USCA is monitoring its retention of students very closely.

USCA was recognized as having an Exemplary Program in the Assessment of Retention and Attrition in 1994 by the SCCHE and the SCHEA Network. Since that time, USCA reorganized several areas on campus in June 1995 in order to focus its efforts on the retention of students as a first priority.

COMPARISON STUDIES OF RETENTION - USCA has participated in two retention studies: 1) sponsored by the American Association of State Colleges and Universities (AASCU) and the Sallie Mae Foundation, and 2) the Consortium for Student Retention Data Exchange (CSRDE) sponsored by the University of Oklahoma. Both of these studies allow USCA to benchmark retention and graduation rates against similar institutions. While USCA's rates are consistently lower than the average of all respondents in these projects, the institution's rates compare more favorably when comparisons are made with more similar institutions (i.e., small, public, less selective, high percentage of part-time undergraduates, etc.). In fact, USCA's graduation rates for females and African Americans were higher than those of the peer institutions in the CSRDE survey.

COHORT TRACKING - USCA conducted in-depth studies of its 1988 first-time, full-time freshmen cohort, including transcript evaluations, coordination of tracking with other institutions, and follow-up telephone calls. The results of these studies were extensive, and provided USCA with a clearer understanding of its students. For example, it was found that only 16.4% of the students carried enough credit hours across the semesters to possibly graduate within four years, 33.6% of the students changed from full to part-time status (usually within one year), 16.1% of the students never declared a major and 24% of the students declared a major for which the completion was not offered at USCA, 26.5% of the students stopped-out during their education, and at least 8% graduated outside of USCA or the USC-System. Further, studies of graduates show that 40% of USCA's graduates are transfer students, and that less than 10% of the graduates each year represent the cohort upon which the institution's graduation rates are based.

ENROLLMENT PLANNING TEAM (EPT) ACTIVITIES - In September 1994, an Enrollment Planning Team was established at USCA. The EPT membership includes staff and faculty from a variety of areas that most directly impact, or have data related to, retention. The purpose of the EPT is to compile and to analyze pertinent information on student enrollments at USCA in a way that encourages the review and (as appropriate) the revision of policies, practices, and planning.

The EPT regularly reviews retention data and makes recommendations for efforts to improve retention. Some of those efforts include the following:

- Assignment of "at-risk" students to "special advisors" and required workshops/course for skill development
- Increased academic support services across the campus
- Increased evening course offerings and alternative scheduling for students
- Holding systematic focus groups with freshmen students to address retention issues
- Proposal of new tracking procedures to include not only first-time, full-time freshmen, but transfer and readmitted students
- Provision of student migration data to the academic departments so that those departments can better focus on retention issues
- Development of an 18-month cycle of intervention strategies aimed at students from the point of acceptance to the institution until the completion of the first year

Additional information regarding students' intent to complete a degree at USCA is collected from entering and current students using survey measures.

10. Minority Student and Faculty Access and Equity

Minority Undergraduate Enrollment and Minority Undergraduate Degrees Earned						
Category	1992			1995		
	African-American #	Total #	African-American %	African-American #	Total #	African-American %
A. Enrollment 1. Number and Percentage of African-American Undergraduate Students	501	3,209	15.6%	533	3,223	16.5%
B. Degrees Earned 1. Number and Percentage of African-American Associate Degree Recipients	N/A	N/A	N/A	5	72	6.9%
2. Number and Percentage of African-American Bachelors Degree Recipients	38	320	11.8%	52	444	11.7%

11. Academic Performance of Student Atheletes

The overall graduation rate for the student athletes who entered USCA with grants-in-aid during the summer or fall 1989-90 academic year was 16.1% compared to 32.8% for all freshmen that entered during the same time period (this number includes all freshmen, not just first-time, full-time freshmen which are usually reported). However, it should be noted that an additional student-athlete earned his degree in December 1995 (after the August 31, 1995 cutoff for this report), two student-athletes graduated from USC-Columbia, and two student-athletes earned an associate's degree at USCA. This would raise the total graduation rate to 32% for all degrees granted within the system if they were included. Finally, the graduation rate for the men's basketball team was 0%. All five of the student-athletes who were on the men's basketball team left the institution in good standing prior to graduation.

For the 1995-96 academic year, the average GPA of the USCA Athletic Department was 2.616. Of the 185 student-athletes who participated during AY 1995-96, 58 (31%) earned a yearly GPA of at least 3.0. Additionally, 21 current or former student-athletes graduated during the USCA May 1996 commencement exercises.

USCA continues to monitor student-athletes' grades twice per semester. An athletic study hall for freshmen and student-athletes with a GPA of less than 2.0 also continues to be conducted.

12. Procedures for Student Development

This component was reported on last in 1995. Based on our schedule of reporting, it will be reported again next in 1998.

13. Library Resources and Service

This component was reported on last in 1995. Based on our schedule of reporting, it will be reported again next in 1998.

14. Administrative and Financial Processes and Performance

This component was reported on last in 1995. Based on our schedule of reporting, it will be reported again next in 1998.

15. Facilities

The component of "Facilities" includes the assessment of the departments of Operations, Computer Services, Bookstore, Public Safety, and the Etherredge Center at USCA.

Operations - Completed assessment activities include a comprehensive appraisal of the Grounds Maintenance activities and accomplishments, the creation of comparative staffing and coverage standards for both Housekeeping and Facility Maintenance, a multi-year summary of completed work orders, and subjective reviews of the Administrative and Project Management areas. Additionally, a set of specific success measures have been developed for implementation in the coming year to significantly enhance the ability of this office to discern and act upon key performance trends.

Findings for 1996 include a general decline in the ability of the Facilities staff to maintain the level of performance that has been demonstrated in earlier years. **While the facilities to be maintained have increased by 149% since 1980, the size of the staff in this unit has only increased by less than 10%.** The decline in service is particularly evident in the deterioration of grounds keeping outcomes, the comparatively lower number of employees per square foot for both Housekeeping and Maintenance activities, and in the increased time spent per completed work order over the last three years. The Administrative and Project Management functions appear to be operating well, with increased expectations for the coming year.

Changes undertaken or implemented as a result of assessment findings are severely limited as a result of budgetary restrictions. In the area of Project Management, the single employee in this unit has been certified to enter asbestos-contained areas and, as a result, is able to provide significantly improved supervision of a major project on the campus. The Housekeeping staff has been reassigned duties more in keeping with the priorities and funding limitations of the campus, and the realignment appears to be working well. It is the intention of this department to continue its emphasis upon preventive maintenance, improved data collection, and building campus-wide awareness of the maintenance issues that must be addressed to preclude further erosion of services and possible interruptions in classroom and administrative support.

Computer Services - Given the massive expansion of computing across the campus over the last ten years, surveys of campus users were undertaken beginning in 1995 to determine the level of satisfaction, as well as suggestions for alternatives to current practices. These surveys have been continued in an effort to assess the impact of policy changes. In January of 1995, the Chancellor appointed a campus-wide committee to review the entire area of information technology, with the charge to make specific recommendations for the future of that operation on the campus.

From the March 1995 survey to the March 1996 survey, dissatisfaction levels with current practices for ordering software dropped from 50% to 15%, for delivery of hardware dropped from 50% to 14%, for upgrades of software dropped from 52% to 28%, for delivery of software dropped from 54% to 14%, for upgrades of hardware dropped from 54% to 34%, for hardware repairs dropped from 42% to 16%, for ordering hardware dropped from 44% to 23%, and the timeframe for repairs dropped from 44% to 16%. The satisfaction levels of USCA's faculty and staff with CSD's quality of service rose from 60% to 76%, with the knowledge of CSD's staff rose from 62% to 70%, with the helpfulness of CSD's staff rose from 68% to 78%, and with the quickness of CSD's response rose from 47% to 68%. Additionally, the USCA Task Force on Campus Computing delivered its report in December 1995, with recommendations that would reshape the policy-making process, as well as campus expectations for information technology investments for the future.

Ways are being investigated to use the network to reduce the administrative paper flow further, to shorten the delivery time for requests from one office to another, and to change procedures in ways that are responsive to campus needs. Training will become even more important as the remaining 250 old computers on campus are replaced and as their owners move into the Windows world for the first time. The Campus Technology Committee, a group created as a result of the Task Force report, will be guiding USCA during this final phase of the modernization of the campus' computing infrastructure. Just as importantly, the Campus Technology Committee, CSD, and USCA will have to work out strategies to keep the computing hardware, software, and skills current once the initial modernization has been completed.

Bookstore - There are two primary areas of assessment at The USCA Bookstore are (1) verbal and written feedback on the level of service experienced by students, faculty, and staff in the distribution of course materials and other merchandise and services, and (2) the financial solvency of the bookstore operations. While the 1995-96 annual institutional current student survey contained only one question covering bookstore service, the vast majority (84.7%) of the students indicated satisfaction with the level of service provided by the bookstore (up from 77.7% the previous year). The 1994-95 annual institutional faculty and classified surveys contain three questions covering bookstore service. Of those responding, 75.8% to 87.1% indicated satisfaction with the quality of service provided by the bookstore, the helpfulness and knowledge of the bookstore staff, and the "quickness of response" of the bookstore. In the Spring of 1995 the bookstore began conducting a bi-annual faculty survey that could more closely address service issues related to faculty needs. In this survey, 83.1% of the faculty felt that the bookstore staff was courteous and friendly, and 75.9% felt that the bookstore ordered the right amount of course materials. Only 50.9% of the respondents felt that the bookstore hours of operation were convenient, and 41.4% of the respondents felt that the physical appearance of the bookstore was inviting. The financial solvency of the bookstore is measured by sales performance, and one indication of solvency is the return of 12% of gross sales to the University.

Based on the assessment data, the bookstore has made a number of recent changes, which include:
- Beginning Fall Semester 1996, the hours of operation were extended to better service evening students.
- A new computer system has been installed, which has greatly reduced the "wait" time for students when purchasing course materials and supplies.
- New cashier counters and a customer service desk have been added which have greatly improved the appearance of the store.

Additionally, a variety of new training methods have been instituted to ensure the maintenance of the high customer satisfaction ratings.

Public Safety - Annual surveys of faculty, staff, and students show consistent high ratings of satisfaction of the USCA Public Safety Department. Specifically, in the 1995 Classified Employee Survey it was found that 92.1% of the staff were satisfied with the level of safety on campus, and 94.7% were satisfied with the level of security in their offices during the workday. Similarly, the faculty survey has shown increased levels of satisfaction with the Public Safety Department, including 96.8% of the respondents who indicated satisfaction with the level of safety on campus in the 1995 survey compared to 91.2% in 1994, and 96.8% who indicated satisfaction with the courteousness of the Public Safety officers in 1995 compared to 94.8% in 1994. The student survey has also shown increased levels of satisfaction with the Public Safety Department, as 87.9% of the students indicated satisfaction with the feeling of personal security/safety on campus in 1996 compared to 83.1% in 1995. The high levels of satisfaction with the feeling of personal security on campus for both students and faculty are consistent with the lack of occurrence of violent crimes on campus.

To increase the competence and courteousness of their officers, USCA Public Safety has increased the hiring standards for its officers, as well as the training they receive. Training for officers includes courses in cultural diversity, communication skills, and community-oriented policing, in addition to more technical training. Further, in response to perceived illicit drug activities, the Public Safety joined the Multi-Jurisdictional Task Force. As a member of the task force USCA's Public Safety Department benefits from the resources, expertise and manpower needed to combat illegal drug activity and to share in intelligence gathering to help prevent this type of activity on campus.

In its attempts to be proactive, the department has turned more attention to providing an educational environment to the campus. To this end, the department has conducted three self-defense classes and over 10 firearm safety courses. Based on the extremely positive response to and desire for these courses, the department currently plans to offer self-defense courses to faculty, staff and students at least twice per semester.

Etherredge Center - After every season, program evaluations of the USCA Cultural Series are mailed to all the season ticket holders. These surveys are designed to evaluate the quality of the programming and also the effectiveness of the staff. In addition, the Executive Director personally calls members who do not renew. This follow-up has shown very few dissatisfied customers. Another, more comprehensive survey has been commissioned by the Development Office to evaluate all programs in the Etherredge Center. This will be a professionally-developed survey that will evaluate the music, both vocal and instrumental, theater, art, and the programs sponsored by the Etherredge Center. This year there have been over fifty-five thousand people attending the events in the Etherredge Center theater. The results of this survey will be used to better accommodate the wishes and tastes of the broader community.

Finally, USCA's annual current student survey now embeds a general question for students to rate their level of satisfaction with the Etherredge Center. Of the 374 students responding to the survey, 108 (29%) indicated that they did not have enough information to judge the question. Of the 265 students who did rate the question, 96.2% indicated satisfaction.

16. Public Service

This component was reported on last in 1994. Based on our schedule of reporting, it will be reported again next in 1997.

17. Research

This component was reported on last in 1994. Based on our schedule of reporting, it will be reported again next in 1997.

UNIVERSITY OF SOUTH CAROLINA - BEAUFORT

Introduction

This summary report for the University of South Carolina Beaufort includes: **General Education**, **Entry-level Placement and Developmental Education**, **Student Development**, and **Library Resources and Services**.

The following remaining components will be submitted to the Commission of Higher Education by the date annotated: Academic Advising (1997); Transfer Student Success (1998); Undergraduate Retention and Attrition (1998); Administrative and Financial Processes (1997); Facilities (1998); and Public Service (1999).

The components which are reported this year assess the effectiveness of components that are at the core of USC Beaufort's very mission:

General Education: USC Beaufort's primary purpose is to provide the first two years of a liberal arts university education -- "general education" coursework. Indeed, data indicate that USC Beaufort does a good job at this: data previously reported of the success of USC Beaufort students after they transfer to other institutions gives essential evidence of this. But assessment of General Education is a complex matter. It goes beyond evaluating the role of lower-level coursework in preparation for further study in a major. General Education courses have an intrinsic and vital end in themselves. In a sophisticated, democratic society, citizens must be literate, self-disciplined, and inquisitive. They must respect and enjoy critical thought and the search for truths. Even if these "higher order" objectives are complex and difficult to evaluate, USC Beaufort must be ever vigilant in improving effectiveness at securing these vital educational objectives.

Student Development is inter-related with the General Education Goals and the total USC Beaufort program. If students are going to believe and act responsibly, learn to work with others, learn to tolerate perspectives other than their own, they must first have the requisite maturity level. Indeed, the whole-person education is at the core of a Liberal Arts tradition.

Library: Also at the core of the Liberal Arts tradition is the central place of the library in the learning process. The mission of the library at USC Beaufort is to function as the center for learning in the local academic community by providing students and faculty with the greatest possible access to a variety of resource material and by supporting the curriculum.

Developmental Coursework: USC Beaufort serves many students who may not have been able to gain admission to the University for academic as well as financial or geographical reasons. It is noteworthy that USC Beaufort students transferring to other institutions are, on average, able to maintain averages higher than their USC Beaufort GPA's. Their success in other higher education institutions is especially remarkable since many of these were ineligible to attend those institutions as freshmen! Keith DeLoach and Nora Millidge are also noteworthy examples of the developmental work at USC Beaufort: These USC Beaufort students were awarded consecutively the "Developmental Student of the Year" title for South Carolina. Keith is now doing advanced study in engineering and Nora is an accomplished educator.

1. GENERAL EDUCATION

USC Beaufort's primary purpose is to provide the first two years of a liberal arts university education -- "general education" coursework. The general education curriculum prepares students for study in advanced baccalaureate courses. However, the content of a general education curriculum also "stands alone" as it gives essential skills and knowledge to citizens involving themselves responsibly in a sophisticated, democratic society. Therefore, general education as defined here is the set of transferable skills related to effective communication and analytical and computational ability that, along with the basic philosophical, historical, aesthetic and scientific knowledge base, enable the educated person to understand and judge human experiences and to live as a responsible citizen.

Indicators:
Last year, USC Beaufort reported a moderately high rate of success for those students transferring from this institution to other institutions of higher learning. Indeed, this is a significant indicator of the success of general education coursework. However, this year's evaluation will focus on those more intrinsic objectives of general education--those objectives whose goal is developing citizens who will act conscientiously and ably as they assume responsibility in a wide range of roles. The indicators for this purpose come from the following devices:

- USC Beaufort Faculty observation off Associate Degree students involved in **focus groups**;
- Peer review of (graduating Associate Degree) student **writing samples;**
- Self-report General Education **student survey**.

As much as a barometer of student learning, this preliminary analysis of general education is a test of tests. The instruments (indicators) chosen were selected with several criteria in mind: they must **involve** faculty in their implementation process, they must be **believable** by those who will interpret and act on their results (faculty), the results must **support the specifics of our program**, and the results must be **readily interpretable into improvement strategies that fit our curricular structure**. Therefore, as much as anything, this preliminary analysis of general education is a test of tests.

Assessment Methodology: In many ways, this assessment is a meta-analysis of the general education assessment process. Thus, much of the report of results is devoted to findings related to the instruments as well as what the instruments tell us about our program and our students.

Critical Thinking:

Definition: Of 2700 faculty in various college environments surveyed by K. Patricia Cross at University of California Berkeley, faculty in the fields of Humanities, English and the Social Sciences claimed that their primary purpose was the teaching of higher-order thinking skills. If there is general agreement that critical thinking is important, there is some disagreement as to how to define and measure it. Because Bloom's taxonomy (Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation) is familiar to many of our faculty, it served a useful purpose as a way to start the conversation among faculty about the quality of thinking we engender in our students and how we address any deficiencies. However, faculty are drawing upon other indices (e.g., "discernment") as they evaluate student thinking. And as students are asked to voice meta-cognition, we are given opportunities to see how students themselves categorize thinking and this can further inform our choice and modification of rubrics and definitions.

Assessment Methodology: A provocative situation was presented to set up the critical thinking exercise. This exercise was part of a Pre-graduation workshop to which all Associate Degree candidates were invited. The 18 graduating associate-degree students participating in this exercise were asked to become policy analysts and choose beneficial initiatives from a list of 12 laws currently under consideration. 10 USC Beaufort faculty members (selected on the basis of both assessment experience and academic discipline) presented background information on each public policy proposed. First a faculty member gave a more general talk on federalism and offered a rule-of-thumb on determining a proposed law's constitutionally. Then, other faculty members shed light from their academic specialties on the 12 public policy issues. After this, students prepared their 1-page reports as groups, observed by faculty. The report included prompts asking for demonstration of all items of Bloom's Taxonomy.

A major objective behind the **roundtable approach** to assessment is the premise that bringing faculty in on the assessment procedure will help "close the loop"[1] on assessment. And, indeed, faculty became involved. Some of the faculty statements show their interest: One faculty member commented that USC Beaufort may need to engage in these exercises more thoroughly -- to include possibly evaluation of **ethical** aspects of reasoning. Perhaps Kohlberg's moral reasoning guidelines might be added to the Bloom's taxonomy checklist.

Faculty findings: Since the student groups demonstrated varying skill levels, generalizing is difficult. However, faculty commented that while students appeared competent at handling activities requiring analysis, it appeared these students consistently seemed to have difficulty with **Synthesis** and **Evaluation**.

Use of Assessment Findings: Much replication and standardization are needed before making generalizations. And since the evaluation is based on narrative comments of faculty, reliability will have to be tested thoroughly (perhaps with video taping.) In addition, other instruments should be used simultaneously with this procedure to corroborate findings. Plans are underway to build this simulation/focus group assessment exercise into a bigger program next year, with a more thorough development of the problem and issues and actual application of student solutions.

Communication

Definition: The USC General Education Assessment Advisory Committee has addressed three components of communication: Written Communication, Oral Communication, and Computer Communication. In this report, "Computer Communication" will be covered under the "content" section.

Written Communication

Assessment Methodology: Written Communication was evaluated through the administration of a Writing Assessment Survey taken by students with approximately 60 semester hours. These essay samples were graded by internal and external evaluators using the "binary" grading form developed and adopted by the USC Assessment Advisory Committee.

Assessment Findings: This testing was administered more as a piloting of the instrument than as an assessment of the students. However, the Writing Sample exercise, evaluated by one local high school teacher, one English professor at a peer institution, and one resident English professor, resulted in useful data.

		#1	#2	#3	Composite
1	Addresses topic/shows knowledge	77%	100%	94%	90%
2	Demonstrates awareness of reader	54%	65%	100%	73%
3	Reflects Appropriate Organization	77%	76%	53%	69%
4	Reflects Appropriate Format	38%	88%	71%	66%
5	Relates Ideas	23%	94%	53%	57%
6	Style, Personal Voice, Coherence	92%	94%	82%	89%
7	Comprehension, Analysis, Synthesis	85%	71%	88%	81%

The overall impression of Dr. Tombe, USC Beaufort English professor who coordinated this evaluation, was that all of the essays were "worthy" of students with a liberal arts education.

Use of Assessment Findings: While it appears there may be some lack of inter-rater consistency, readers agreed generally. There will be an in-depth presentation to give USC Beaufort faculty an opportunity to discuss ramifications of results across the curriculum.

Survey:

Assessment Methodology: The USC Assessment Advisory Committee recently completed a survey system for assessing all of its general education competencies, including oral communication. Approximately 50 students in various lower-level classroom situations: biology, psychology, calculus, sociology were included in the USCB survey as well as a group of 18 students who were attended a pre-graduation workshop before receiving their Associate degrees. The survey results follow:

Oral Communication

Assessment Findings: Ranging from 78% to 94% in their average responses, students **overwhelmingly agreed** they improved on the 7 vectors of oral communication as a result of USCB.

Use of Assessment Findings: The results of this will be published in the USC Beaufort IR Newsletter and followed up with a presentation to faculty.

Knowledge, traditional disciplines, and interdisciplinary perspectives:

Definition: This category includes **computer literacy, math and science, social science,** and **humanities/cultural** studies. With the possible exception of **computer literacy,** content knowledge associated with these disciplinary areas have wide-ranging application, which are different from those skills in the category of "transferable" skills (writing, critical thinking, speaking, etc.)

Assessment Findings: With the exception of the "Computers" and the "Humanities/Cultural Studies" components, USC Beaufort students are overwhelmingly in agreement that their coursework has built up their abilities along general education objectives. **Overwhelmingly high marks for USC Beaufort's accomplishing Math, Sciences, and Social Science objectives** were surprising even for those of us most positive about our program:

Math: While overall students agreed that they had mastered math learning objectives while at USC Beaufort, only 71% believe USC Beaufort has enabled them to (23) Draw appropriate inferences from numeric data in various forms and in various disciplines. Apart from this low item, USC Beaufort can give itself at least a "B" on math instruction.

Science: It appears USC Beaufort does an excellent job teaching components of the scientific process!

Social sciences: On the whole, USC Beaufort appears to cover social science objectives thoroughly. However, **two items** were not given as glowing support by students as other six items in this category. Again, these are "inference" items. It may well indicate that USC Beaufort may look at this reasoning skill more closely, in math, social sciences, and "across the board."

Computers: It appears that while a respectable number of USC Beaufort students are getting adequate word processing skills and learning to access data bases, students are not, in sufficient numbers, learning spreadsheets or statistical programs, learning to navigate networks, or learning advanced desktop publishing skills. The low ranking of one item -- network navigation -- relates to capacity. The ability to teach "Sending and Receiving Electronic Communication" will be greatly advanced when Internet connection will be available to all computers on campus. Currently, the University is in the process of applying for moneys to interconnect the campus and achieve Internet capacity. We believe this enhanced capacity will make a great deal of difference in student familiarity with these processes.

Use of Assessment Findings: While the data on **Math, Sciences, and Social Science objectives** and even **interdisciplinary analysis** is extremely encouraging, USC Beaufort will examine the data further to see if there is any consistent weakness in teaching "inference" skills.

On the matter of computer literacy deficiencies, we can hope that anticipated connectivity to the Internet will address these, especially the item related directly to electronic communication.

The "elective" nature of art explains why many students graduate without feeling a high degree of accomplishment at artistic analysis. However, these data, too, will be analyzed in terms of possibly "across the board" (interdisciplinary) opportunities for instruction.

As to reported deficiencies in foreign language objectives, the arrival of our new full-time foreign language professor may well bring about much change in students' perceived accomplishment of these objectives! In addition, the "elective" nature of this objective, as well as its educational priority, may be re-visited by faculty.

The results of this will be published in the USC Beaufort IR Newsletter and followed up with a presentation to faculty for discussion and the development and incorporation of improvement strategies.

Overall Result of this Assessment: As mentioned, faculty involvement in the process of assessing this component was a key criterion in the selection of instruments. Involvement has, it is believed, resulted in a higher awareness and even excitement about the possibility of evaluating at least some facets of general education, including critical thinking. This faculty "investment" into the **process** and the **findings** of assessment is essential if general education is going to be adequately operationalized, observed, analyzed, evaluated and its results synthesized into our improvement efforts. We believe this process has brought about the first faculty installments on that investment, as indicated by increased interest and excitement.

2. Majors and Concentrations

This component is not applicable to our institutional type.

3. Performance of Professional Program Graduates on Licensing and Certification Exams

This component is not applicable to our institution.

4. Reports on Program Changes That Have Occurred as a Result of External Program Evaluation

No report is necessary.

5. Academic Advising

This component was reported on last in 1995. Based on the Schedule of Reporting, this component will be reported on next in 1997.

6. Entry-Level Placement and Developmental Education

Entry Level Skills are those minimum skills required to undertake and succeed in college coursework. At USC Beaufort, these are determined by two means:

1) Placement tests are given prior to the beginning of each semester in English, Math, French, Spanish, and German. In English, USC Beaufort uses a writing sample evaluation rated by the members of the full-time English faculty.

2) A "predicted GPA" is calculated on the basis of SAT scores; high school grades; and rank in class. Students entering USC Beaufort with a predicted GPA of less than 2.25 (on a 4.00 scale) are designated as "Branch," or conditional, students.

Developmental Courses include: English 100, Math 100, Reading (UCAM) 100 and University 101, a student orientation course. Branch (conditional) students are required to take all four developmental courses, although they are offered the opportunity to "place out" of developmental Math and English courses. Students with low math placement scores are required to take Math 100; English 100 is required of students with low writing sample evaluations.

Indicators and Assessment Methods: With the help of USC Columbia tracking data, USC Beaufort is able to analyze its placement and developmental processes quantitatively and comprehensively.

1. To determine effectiveness of *placement* devices, USC Beaufort analyzes the failure rate of students assigned to remedial courses. Study of the failure rate in the developmental courses should indicate if students **were properly placed** in programs **below entry-level**.
2. To evaluate the effectiveness of *developmental* classes, we analyze the success rate of developmental students in their subsequent classes: the grades of students passing **English 100** are observed one year later in **Eng 101**; the grades of students passing **Math 100** are observed in subsequent math or analytical reasoning courses; and the GPA's of students passing **Reading 100** are observed in the following semester.
3. Anecdotal evidence also serves as feedback on the effectiveness of developmental programs.

Assessment Results: In reviewing the effectiveness of placement methods as well as developmental courses at USC Beaufort, we drew upon data on student grade performance in the developmental courses and in courses subsequent to the developmental course:

In Fall '94 English 100:		**One year later:**
2 Failed	>>	1 subsequently passed English 101
		1 had not attempted English 101
41 Passed	>>	6 had not attempted English 101
		3 failed English 101
		32 passed English 101

In Fall '94 Math 100:		**One year later:**
8 Failed	>>	5 failed subsequent math course
		2 failed subsequent computer science course
		1 passed computer science course
36 Passed	>>	5 had not attempted subsequent courses
		1 failed subsequent math course
		30 passed subsequent math
		1 failed subsequent philosophy course
		2 passed subsequent computer science course
		1 failed subsequent computer science course

The progression charts above were analyzed with these assumptions:

- Significant failure rate in the developmental courses might suggest that many of the **students were properly placed** in programs below entry-level.

- High success those students who passed the developmental courses might suggest **effectiveness of the developmental courses** themselves.

English: It appears that English 100 does a good job preparing developmental students for further study. 32 of the 35 students passing English 100 and attempting English 101 passed. Of course, we might hope to improve even this small failure rate in the future. The data, though, suggests an area of concern: of the two students failing the developmental course, one was allowed into English 101.

Math: Significantly, 8 of the 44 Math 100 students failed the course. This indicates that students may well have been properly placed in this developmental course. Also significantly, 30 of the students passing Math 100 went on to pass the subsequent math course. However, 1 failed the subsequent math course and there were also failures (1 each) in philosophy and computer science.

Use of Assessment Findings:

- Placement: It appears students are correctly placed, but this will continue to be monitored.
- Developmental courses: On the whole, it appears that USC Beaufort developmental courses are very effective. However, further examination of the reading course will take place to explore ways to increase effectiveness, or at least standards for passing.

One area of concern related to Placement and Development that is corroborated by this data is presumptuous registration of students. Last year the "Courses and Curriculum" faculty committee conducted a study of developmental programs at USC Beaufort. One particular concern of the committee was the instances of developmental students taking college-level courses prior to satisfactory completion of developmental courses. The data showing that nine of the ten students who failed developmental math in the fall of 1993 went on to take (and fail) subsequent analytical courses supported these concerns of the committee. This year's data reveal that further measures are required. New strategies will be developed and disseminated through the Office of Advisement.

7. Success of Entering Students in Meeting College or University Admissions Prerequisites

Percentage of New Freshmen Who Met All Prerequisites for College Admission

	1993	1994	1995
All Freshmen	94	88.9	88.8
S. C. Residents	97	91.3	90.4
Non-Residents	78	72.3	77.5

8. Acchievement of Students Transferring From Two-Year to Four-Year Institution

This component was reported on last in 1995. Based on the Schedule of Reporting, this component will be reported on next in 1998.

9. Analyses of Undergraduate Retention and Attrition

This component was reported on last in 1994. Based on the Schedule of Reporting, this component will be reported on next in 1998.

10. Minority Student and Faculty Access and Equity

Minority Undergraduate Enrollment and Minority Undergraduate Degrees Earned						
Category	1992			1995		
	African-American #	Total #	African-American %	African-American #	Total #	African-American %
A. Enrollment						
1. Number and Percentage of African-American Undergraduate Students	179	1,070	16.7%	188	1,147	16.4%
B. Degrees Earned						
1. Number and Percentage of African-American Associate Degree Recipients	10	72	13.0%	6	77	7.8%

11. Academic Performance of Student Athletes

This component is not applicable to this campus.

12. Procedures for Student Development

Student Development is an integral part of USC Beaufort's liberal arts program. USC Beaufort is committed to the education of the whole student and believes true education goes far beyond development of the intellect. It is believed that the college environment should support students' coming to terms with the emotional, physical, social, ethical and spiritual facets of life. Thus, USC Beaufort seeks, **through programs inside and outside of class**, to promote the psychological, social, and ethical development of the college student.

The aim of student development goes beyond social and civic involvement, indeed, a key aim of any liberal arts program is to produce well-balanced individuals who can contribute meaningfully to society. Whether in advancing the body knowledge, or in citizenship, in the conscientious pursuit of responsible enterprise, and even in formal and informal interactions of all varieties of human interchange, our students are expected to advance social good in a variety of meaningful ways. In other words, Liberal Arts education should lead to lives lived well. And this depends as much upon such intangibles as emotional balance, interpersonal skills, and "well-roundedness" as it does on intellectual competence. USC Beaufort appreciates the urgent need to develop the whole student and assumes this responsibility earnestly and soberly.

Indicators: The work of Arthur Chickering has been consistently among the most widely applied theories in addressing the growth and development of students. He asserts that certain changes should take place while and if a student is involved in the college experience. These changes could take place in one, some or all of the seven vectors of development which Chickering talks about. They are

1) Achieving Competence
2) Managing Emotions
3) Becoming Autonomous
4) Establishing Identity
5) Freeing Interpersonal Relationships
6) Clarifying Purpose
7) Developing Integrity

The purpose of this self-report survey was twofold: 1) To have the students assess any change(s) that they experienced relative to Chickering's seven vectors of development. There were at least three questions to assess the students' growth in each vector of development. 2) To measure which of the following three factors; courses taken, student activities, or natural development, influenced any change in students while attending USC Beaufort.

7 Vectors	Achieving Competence	Managing Emotions	Becoming Autonomous	Establishing Identity	Freeing Interpersonal Relatnshps	Clarifying Purpose	Developing Integrity
Student Survey Items	Questions 1 through 8	Questions 9 through 11	Questions 12 through 16	Questions 17 through 20	Questions 21 through 23	Questions 24 - 26	Questions 27 through 29

Assessment Methods: A survey developed by the USC Beaufort Office of Student Affairs was administered to 70 USC Beaufort students at all stages of college life. Included in the 70 were 20 students receiving an associate degree in the Spring of 1996 and 10 students receiving 4-year degrees through the USC System. The results are seen below:

Assessment Results:

				Those reporting SOME or MUCH CHANGE attribute change to:		
	No Change	**Some Change**	**Much Change**	**Course Taken**	**Student Actvty**	**Natural Dvlpmnt**
1. Intellectual Competence	3.03%	51.52%	45.45%	78.13%	3.13%	23.44%
2. Social Competence	28.79%	48.48%	22.73%	21.28%	25.53%	51.06%
3. Knowledge of Your Field	10.61%	34.85%	54.55%	89.83%	5.08%	10.17%
4. Critical Thinking Skills	7.58%	51.52%	40.91%	70.49%	6.56%	21.31%
5. Participation in Community	51.56%	39.06%	9.38%	19.35%	35.48%	41.94%
6. Leadership Roles	36.36%	45.45%	18.18%	35.71%	21.43%	42.86%
7. Working in Groups	26.15%	53.85%	20.00%	56.25%	25.00%	18.75%
8. Facilitating Communication	23.44%	56.25%	20.31%	69.39%	14.29%	20.41%
9. Managing Emotions	47.69%	36.92%	15.38%	44.12%	5.88%	50.00%
10. In touch w/Feelings	49.23%	30.77%	20.00%	48.48%	3.03%	48.48%
11. Learning self-regulation	35.38%	47.69%	16.92%	47.62%	7.14%	42.86%
12. Autonomy	49.18%	37.70%	13.11%	41.94%	3.23%	48.39%
13. Raising a family	65.63%	23.44%	10.94%	36.36%	9.09%	72.73%
14. Independence	32.31%	36.92%	30.77%	29.55%	15.91%	61.36%
15. Problem solving w/o help	21.88%	54.69%	23.44%	48.00%	8.00%	54.00%
16. General Maturity Level	26.15%	43.08%	30.77%	31.25%	16.67%	68.75%
17. Establishing Identity	23.44%	51.56%	25.00%	40.82%	12.24%	59.18%
18. Understanding Abilities	14.06%	60.94%	25.00%	52.73%	14.55%	47.27%
19. Acceptance of Self	28.13%	50.00%	21.88%	32.61%	19.57%	39.13%

				Those reporting SOME or MUCH CHANGE attribute change to:		
	No Change	**Some Change**	**Much Change**	**Course Taken**	**Student Actvty**	**Natural Dvlpmnt**
20. Positive Self-concept	18.46%	53.85%	27.69%	39.62%	9.43%	58.49%
21. Inter-prsnl Relationships	29.23%	52.31%	18.46%	28.26%	19.57%	65.22%
22. Getting along w/ Others	35.94%	45.31%	18.75%	46.34%	24.39%	41.46%
23. Tolerating Differences	29.69%	48.44%	21.88%	53.33%	11.11%	40.00%
24. Clarifying Purpose	25.00%	45.31%	29.69%	68.75%	10.42%	31.25%
25. Assessing Interests	23.44%	51.56%	25.00%	65.31%	10.20%	26.53%
26. Clarifying goals	19.05%	46.03%	34.92%	68.63%	9.80%	29.41%
27. Developing Integrity	39.06%	43.75%	17.19%	53.85%	12.82%	43.59%
28. Understanding Values	33.33%	46.03%	20.63%	54.76%	14.29%	40.48%
29. Meaningful Life Philosophy	31.25%	39.06%	29.69%	56.82%	11.36%	47.73%

Use of Assessment Findings: The high percentage of those who attribute personal growth and development to their USC Beaufort experience is indeed gratifying. However, there are some sobering consequences of this data:

- Considering the non-residential status of USC Beaufort, we might anticipate that student development takes place primarily **inside** the classroom or through natural maturation. Indeed, the results of this survey of some 70 USC Beaufort students help confirm this notion (that this is taking place more so through coursework than through extra-curricular activities outside the classroom.) Even in such domains as "managing emotions," and "getting along with others," a high percentage of students attribute change to coursework instead of student (developmental) activity!
- Considering the high percentage of these students who attribute personal growth and development to their USC Beaufort experience, we might take stock of just how deliberate this is in our program. If we have this much influence in developing our students' to live life well, then it follows that we focus carefully on the personal growth and development needs of our students and how **positively** we are meeting those needs.

The overwhelming message of this analysis is confirmation of the literature on commuter colleges: student development objectives must be accommodated through "inter-curricular" activities! Addressing this reality, the faculty and staff will, themselves, work to "clarify purpose" and build consensus on student development goals and how best to incorporate specific strategies into the classroom. This does not mean that faculty will assume student affairs responsibilities. But while USC Beaufort will certainly continue its student activity programming, the faculty and staff will also address the reality that these activities are, in many cases, untenable for our commuter students. The outcomes of this study will be the subject of a workshop, which in turn will lead to documentable changes in the way courses are taught.

13. Library Resources and Services

Introduction/Mission: The USCB Libraries in Beaufort and on Hilton Head Island are full-service facilities that support the curriculum and provide students and faculty with access to a wide range of materials in print, CD-ROM, microform and electronic formats.

Library Effectiveness: Library effectiveness is measured by user satisfaction with services, collections, and bibliographic instructional programs, designed and organized to assist patrons in locating and retrieving needed information in a timely manner by using the most advanced tools and technology.

Indicators:
1. Student evaluations
2. Faculty evaluations
3. Information and statistical data collected by library staff

Assessment Methods:
1. Formal surveys of students and faculty
2. Bibliographic instruction evaluation forms and NOTIS assessment reports
3. Assessment of Interlibrary Loan requests
4. Library e-mail "Talk Back" mailbox messages
5. Statistical data analysis for multi-year periods
6. Faculty selection/weeding/evaluation of subject-specialty areas
7. Collection comparison to standard bibliographic sources and library standards

Assessment Results: Recent user responses to service-related questions indicated a high level of satisfaction with the library services, the organization, the collection, the accessibility of materials and the bibliographic instruction. However, while the library budget has steadily increased over the years, it must be stretched to meet the continuing need for additional books and periodicals while also keeping current on electronic media. Facilities are also being stretched: A study conducted on the adequacy of space revealed that current space available is well short of ALA standards.

Use of Assessment Findings: A joint administrative-faculty review program has been launched to ascertain the current strengths and weaknesses of the collection. Information collected from this study will be used to support the library's request for a substantial increase in the materials budget, above the more modest increases it has experienced. In the meantime, because of the University's successful and innovative Info-Share program, the library has been able to redirect funds previously spent on electronic databases back to books and periodicals. In response to cramped conditions, as verified by the space study, USC Beaufort is well underway with plans to expand the library at the Carteret Street Campus.

14. Administrative and Financial Processes and Performance

This component was reported on last in 1994. Based on the Schedule of Reporting, this component will be reported on next in 1997.

15. Facilities

This component was reported on last in 1994. Based on the Schedule of Reporting, this component will be reported on next in 1998.

16. Public Service

This component was reported on last in 1995. Based on the Schedule of Reporting, this component will be reported on next in 1999.

17. Research

This component is not applicable to this campus.

UNIVERSITY OF SOUTH CAROLINA - COLUMBIA

Introduction

The following remaining components will be submitted next to the Commission of Higher Education by the date annotated:
*Academic Advising (July, 1997)
*Achievement of Students Transferring from Two- to Four-year Institutions (Regional Campuses - July, 1998)
*Administration and Financial Processes and Performance (July, 1997)
*Facilities (July, 1998)
*Public Service (July, 1997)

The Commission on Higher Education is responsible for reporting on the following components:
*Reports of Program Changes that have Occurred as a Result of External Program Evaluations
*Success of Entering Students in Meeting College or University Admission Prerequisites
*Minority Student and Faculty Access and Equity

Of the components which are reported this year, the University of South Carolina is particularly proud of the progress made over the past three years in the development of a plan for assessing general education. Assessment results have spurred programs such as "Writing within the Majors," a program developed by the English Department to support writing across the curriculum. The Spanish Department has a model for insuring the appropriate entry-level placement of students within the curriculum. An innovative method of analyzing undergraduate retention data has lead to the following findings: students who live on campus throughout their undergraduate career are 1.7 times more likely to persist than students living off campus; full-time students who become part-time students are 3.3 times more likely to drop out of school than those who remain full-time; and the most critical year for our best students (those with predicted GPAs of 3.0 and above) is the second year. This information is of particular importance to academic advisors and resident hall directors. Library and Information Systems, which now includes libraries, distance education, instructional services, and computer services, conducted a one-year self-study resulting in the re-engineering of its extensive resources and services to students, faculty, staff, visiting researchers, and community members. USC's libraries have attained their highest ranking ever. In the latest national rankings, they have moved up 13 places since 1993-94, passing Brown, Emory, MIT, Nebraska, Notre Dame, and Vanderbilt.

1. General Education

(Reporting Schedule: 1996, 2000, 2004) - General education provides students with skills as well as a breadth of understanding of the humanities, sciences, and social sciences - - the underpinning and context for specialized knowledge. Eleven **general education goals** provide the foundation for *USC's Criteria for the Assessment of General Education:*

1. Students will communicate clearly in written English, demonstrating their ability to comprehend, analyze and interrogate critically.
2. Students will communicate orally in a manner that unites theory, criticism and practice to produce effective communicators.
3. Students will use computers and other technology effectively.
4. Students will perform basic mathematical manipulations, display facility with the use of mathematics in framing concepts for mathematical analysis, and interpret data intelligently.
5. Students will demonstrate an understanding of physical and/or life science phenomena and the use of scientific methods and theories.
6. Students will demonstrate an understanding of the processes of human behavior and social and cultural interaction, as well as the use of social and behavioral science perspectives to interpret them.
7. Students will demonstrate an understanding of the historical development of culture over time and its relation to the present.

8. Students will are familiar with the diversity of a global culture marked by racial, ethnic, gender and regional differences.
9. Students will communicate orally and in writing in another language.
10. Students will demonstrate an understanding of the contribution of literary, visual or performing arts and their cultural context, as well as express informed personal responses to artistic creations.
11. Students will integrate insights from several disciplines and apply them to value choices and ethical decisions.

Assessment Procedures: At the institutional level, the following methods of assessment are being employed to assess general education competencies: internally-developed writing assessment instrument, Computer Survey, and General Education Survey; the ACT/COMP; the College Student Experience Questionnaire (CSEQ); the Senior Survey; and focus groups.

Use of Assessment Results: The written communication assessment efforts resulted in training UNIV 101 instructors on holistic and analytical scoring methods; involving the English Department in institution-level assessment; involving regional campuses in institution-level assessment; and involving local high school teachers in a dialogue about the criteria for assessing freshman writing.

The results of the computer survey were used to design computer modules in the UNIV 101 course and to inform Computer Services of students' hardware and software knowledge and needs.

USC's Oral Communication Project promotes course-embedded oral communication activities, which include theory, practice and assessment, in courses across the curriculum. An audio-video lab was developed for students and instructors to use for oral communication activities. The project will facilitate the development of standard performance evaluation forms. The Oral Communication Project offers training for evaluators, as well as theoretical instruction to students and faculty. The project also provides assessment services to instructors, upon request. A core overlay requirement is now under consideration that would include a menu of courses across the curriculum with oral communication components. Currently, the number of students enrolled in communication courses or courses with oral communication components is tracked. The Oral Communication Project reports that approximately 825 students per semester were enrolled in communication courses or courses with oral communication components, during the 1995-96 academic year. The enrollment goal is 5000 students annually (5000 students represent the average number of incoming freshmen per year).

Administering the ACT /COMP at the institutional-level was problematic. Only 46 of the 140 stratified random sample of seniors could be convinced to take the test. Consequently, the findings were inconclusive. However, the Assessment Advisory Committee is still convinced that the ACT/COMP is a valid measure of general education. Therefore, the ACT/COMP will be course-embedded in capstone courses beginning in the fall of 1996. While this method of administering the ACT/COMP will not provide institution-wide assessment, it will provide useful information about students' general education skill within the individual programs.

2. Majors or Concentrations

(Reporting Schedule: Four-year cycles for Majors and Concentrations) - Majors and concentrations provide students with specialized knowledge and skills. Primary responsibility for assessing the major falls to the individual academic departments and programs and external accrediting agencies, where applicable. Highlights from the assessment sections of this year's program reviews and interim reports follow.
******1995-96 Program Reviews:* Chemistry, Geological Sciences, Physics & Astronomy, Art, Music, and Theater & Speech. (Data relative to enrollments, faculty, student makeup, assessment and other relevant information are included in the self-studies submitted to the CHE in January, 1996.)
**1995-96 Four-year Interim Reports:* Computer Science, Mathematics, Nursing, and Statistics.
Summaries of the assessment sections of these reports appear in alphabetical order below.

DEPARTMENT OF ART

Mission: The Department of Art brings together outstanding students, faculty, and staff to benefit from exceptional instruction, challenging collaborations, and superior facilities which foster (1) a comprehensive education and preparation of the undergraduate majors and graduate students in its four divisions: Art Education, Art History, Art Studio, and Media Arts, (2) the dissemination of basic principles and information in these four areas to students throughout the University, (3) a greater exposure to and understanding of the importance of the visual and media arts among the general community, and (4) the development of a positive environment for the research and productive professional work of its diverse faculty. Through its educational and productive work the Department of Art aspires to regional recognition in all four of its areas and to national recognition in those areas where our expertise warrants. The following is a list of the Art Department's degree programs, all of which conform to the NASAD guidelines and general standards for liberal arts degree programs: Bachelor of Arts in Art Studio, Bachelor of Fine Arts in Art Studio, Bachelor of Fine Arts in Design, Bachelor of Arts in Art History, Master of Arts in Art Studio, Master of Fine Arts in Art Studio, and Master of Arts in Art History.

Assessment: Self-study for the entire Department is mandated every ten years as part of the University re-accreditation process. The most recent re-accreditation occurred in 1990. More recently, in 1993, the entire Department went through a process of assessment and strategic planning as part of the University Future Plan. Also, the department submits a strategic plan or a strategic plan update to the university on an annul basis.

In addition, the divisions periodically review their program's goals, objectives, and effectiveness. In 1994, the Art Studio Division re-evaluated its Master of Fine Arts (MFA) program and made substantial revisions particularly in the student review process. The division is about to begin a similar review of the Bachelor of Fine Arts (BFA) program. The Art History Division reviewed its curriculum in 1995 and deleted two courses in the history of architectural interiors in response to the Studio Division's elimination of the interior design track.

Use of Assessment Results: Throughout the Department the increase in demand for courses, particularly at the lower level, especially by non-majors, has compelled the Department to look for ways to become more efficient. The Art History Division will re-design its 100 level offerings to accommodate more students through larger lecture classes. This strategy is reflected in the proposed design of the new facility which calls for several larger lecture halls. Presently, our largest lecture room seats 74. The Art Studio Division is about to overhaul and redesign its B.F.A. program and to look for more efficient ways to provide core instruction for majors while, at the same time, satisfying the needs of the non-major who wishes to take an art class. Alternative methods of course delivery, such as computer applications for instruction in Art Studio courses, are being developed.

The curricula of both the Art History Division and the Art Studio division has been stable for many years and large scale additions, deletions, or changes are not anticipated.

The divisions are responsible for and do conduct periodic reviews of divisional curricula and courses. Most recently, during the 1994-95 academic year, the Art Studio division reviewed its MFA program and rewrote the procedures manual with specific changes in MFA student review procedures. The Division has already scheduled a similar review of the BFA program, which will commence during the Spring 1996 semester.

The Art History division also reviewed its curriculum in the 1994-95 academic year and deleted two courses in the history of architectural interiors in response to the Studio Division's elimination of the interior design track. The Division is presently investigating the addition of a non-Western component in the basic survey courses and the addition of an art studio course requirement for the BA degree.

DEPARTMENT OF CHEMISTRY AND BIOCHEMISTRY

Mission - Undergraduate Programs - B.S.: The Department is committed to providing a quality education to four basic categories of students (majors pursuing the B.S. in Chemistry - ACS certified major;

majors pursuing the B.S. degree with emphasis on a Biology minor or cognate - pre-Med; Majors pursuing the B.S. degree in a general program; and non-majors who plan to enter some area of scientific discipline) so that they are equipped to proceed successfully into their chosen areas.

Mission - Graduate Programs - M.S. and Ph.D.: The primary mission of the Department of Chemistry and Biochemistry is to serve the State of South Carolina through chemistry education at all advanced levels, and its goals are established to help the Department accomplish its purpose. Chemistry education both in the classroom and the laboratory benefits the State by equipping citizens with the skills necessary for high-income occupations in industry, research, government, medicine, and higher education. Graduate education is vital for producing citizens capable of directing the development of chemically-oriented industry, government laboratories, medicine, and higher education.

Assessment Results - Students: The Department attracts high quality students to its undergraduate and graduate programs. Neither the University nor the Department maintains placement data specific to chemistry graduates only. Anecdotal evidence indicates that upon graduation, virtually all those who earn degrees find professional employment in fields for which they were trained or pursue further education in science or medicine.

Assessment Results - Faculty: The Department's greatest strength is its faculty. All are active in research. About 90% of the faculty have outside research funding and all regularly submit proposals to seek outside funds. All faculty members teach undergraduates and most teach courses that enroll first and second year undergraduates. Student evaluations of faculty teaching consistently average above 3.0 on a 0-4.0 scale.

DEPARTMENT OF COMPUTER SCIENCE

The basic mission of the Department of Computer Science is to provide both undergraduate and graduate instruction, to undertake research in the computing sciences, and to serve both the community and the profession.

Mission Undergraduate Program: The basic purpose of the undergraduate program is to develop and communicate the computing sciences. The Department strives to provide the highest quality instruction in its undergraduate program and in the service courses it provides for other segments of the University. Students should have good computing skills and be aware of the impact of technology upon our lives.

Assessment Criteria:

- The Computer Science Accreditation Commission will continue its accreditation of the B.S.C.S program. (The B.S.C.S. is currently accredited through 1998.)
- At the time of graduation 75% of the students will indicate that they have been accepted into an entry-level career position or into graduate school.

For each of the following "agree with the statement" means that 75% of the respondents chose 4 or 5 on a 5-point scale:

- At the time of graduation students will agree with the statement "The computer science program at USC has prepared me for my post-baccalaureate plans."
- One year after graduation respondents will agree with the statement "The computer science program at USC prepared me well for my first position in the computer science field (or graduate school if appropriate).
- Five years after graduation respondents will agree with the statement "The computer science program at USC provided me with a foundation for a successful career as a computing professional."
- Co-op and intern employers will agree with the statement "Computer science co-op and intern students from USC have been well prepared for their work assignments."
- Employers of entry-level graduates will agree with the statement "Computer science students from USC have been well prepared for their positions at my company."

Mission Graduate Program: The mission of the graduate program in computer science consists of two main goals: (1) to develop a research environment of the quality of the best computer science departments in the United States, and (2) to educate and train computer scientists and software engineers for industry and academia. Students should be prepared to assess and interpret the impact of technology in various environments.

Assessment Criteria:

- At the time of graduation 75% of the Ph. D. students will have submitted a paper that will eventually be accepted by a journal or major computer science conference.
- At the time of graduation 75% of the students will indicate that they have been accepted into an entry-level career position or to a Ph.D. program.

For each of the following "agree with the statement" means that 75% of the respondents chose 4 or 5 on a 5-point scale:

- At the time of graduation students will agree with the statement "The computer science program at USC has prepared me for my career plans."
- One year after graduation respondents will agree with the statement "The computer science program at USC prepared me well for my first position in the computer science field.
- Five years after graduation respondents will agree with the statement "The computer science program at USC provided me with a foundation for a successful career as a computing professional."

Use of Assessment Results: Input from exit interviews and a meeting of industrial associates that we organized about a year ago has been of great assistance as we attempt to improve our programs. We have obtained a license for the Oracle database system, which is the industry standard. Beginning in fall, 1996, courses for computer science majors will place greater emphasis upon the PC platform. We have also modified our curriculum by creating a new course, CSCI 240, to emphasize object oriented software design and development at an earlier stage in the major. Additionally, the College of Science and Mathematics has designed a new form for student evaluation of instructors and courses. This should prove helpful as instructors seek more feedback regarding their performance in the classroom.

DEPARTMENT OF GEOLOGICAL SCIENCES

Mission: Geological sciences encompass the entire spectrum of the study of the planet Earth - - the materials of which it is made, the physical forces that act on the Earth, the history of the planet and life forms since its origin, and its current and future environment. The basic purpose of the Department of Geological Sciences of the University of South Carolina is to develop, communicate, apply and promote geological sciences through teaching, research, and service to the University, State, and Nation. This basic purpose is reflected in the following mission statement:

- **Undergraduate Education - B.S.** - The overriding goal of our undergraduate program is to develop and communicate geological sciences through teaching and various forms of service. The Department strives to provide the highest quality instruction in its Undergraduate Majors Program, the Marine Science Program, and in the service courses it provides for other segments of the University. We place a strong emphasis on integrating research and teaching in order to provide our undergraduates with practical experience that will better prepare them for either graduate school or the job market.
- **Graduate Education - M.S., MERM, and Ph.D.** - The graduate program in geological sciences has two main goals: 1) to develop a learning and research environment for our students that is equal in quality to the best geoscience programs in the country, and 2) to educate and train geoscientists for academia, industry, and government service. The Department offers the only broad-based MS and Ph.D. degrees in Geology in South Carolina, and contributes significantly to the MS and Ph.D. programs in marine science. In addition, it offers the Master of Earth Resources Management (MERM), a unique interdisciplinary program that combines earth sciences with business management, as well as Earth Science MAT and IMA degrees. We strive to make all of our graduates technically competent, as well as adaptable and flexible.
- **Research** - Research serves as the primary avenue for advancing the state of science and this is a basic mission of our University. It is on the basis of our research productivity that we are judged by our peers and ranked nationally. The involvement of our faculty in research also leads to quality teaching that provides our students with the most recent developments in our discipline. We maintain a diverse research program with the ability to address basic and applied research problems, to advance fundamental knowledge, and to participate in and respond to changing research needs at the state, national, and international levels.

- **Service** - Service is essential in support of effective organizational function. The Department engages in service activities at all appropriate levels: these include service within the University, service within the community and state, and service within the geoscience profession. We promote public awareness of geosciences as a discipline through contacts of faculty and staff with primary and secondary school teachers, business and industry representatives, state and federal government personnel, and the public at large.

Assessment Results:

- **Students** - Over the last three years, undergraduate students from the Department of Geological Sciences have compiled an impressive array of professional achievements, including one of the most prestigious awards given to undergraduates nationally.

1. Awards: Last year one of our undergraduate majors (Robyn Kelly) was awarded a highly prestigious Goldwater Scholarship - out of only two such scholarships awarded in the state of South Carolina in 1995. In 1994 one of our graduates, Natalie Smith (class of 1993), was awarded an NASA Graduate Fellowship for Global Change Research at the University of Colorado. This fellowship comprises 4 years of support at $25,000 per year ($100,000). In addition, over 15 undergraduate students were supported on special research awards from Sigma Xi, the Explorers Club, NSF, DOE, and the College of Science and Mathematics. Awards for graduate students in Geological Sciences in the last 3 years (1993-95) include a NASA Global Change Fellowship (1993-96), a Joint Oceanographic Institute Fellowship (1993-94), a Naval Research Laboratory Select Graduate Fellowship (1994-95), a Geological Society of America Student Research Award (1994), 6 Amoco fellowships in Geology and Geophysics, 3 Texaco fellowships (1995), 3 Westinghouse fellowships (1993-95), a Union Texas Petroleum Fellowship, 2 DOE/EPSCOR Fellowships (1993-95), a DOE Traineeship Grant (1995), an Amoco Production Company Minority Fellowship (1989-95), an American Geological Institute Minority Scholarship (1990-95), an Exxon Minority Fellowship (1994-96), a SCAMP Award (1994), the James A. Morris Carolina Fellowship (1994-95), an AAPG Research Grant, a Lagoven Fellowship (1993-95), and a Fortis Foundation Scholarship (1992-95). The preceding is only a partial listing of awards to graduate students within the department. The list does not include the many awards to geology graduate students in the MERM, IMA, MAT, and Marine Science programs.
2. Publications: Undergraduate students from the Department of Geological Sciences are listed as co-authors on at least 4 publications in the last three years. Graduate students in Geological Sciences published over 57 papers in the last 3 years (1993-95), most in national or international refereed journals, more than 22 of these as first author. They also published numerous research reports. Geology graduate students also published more than 77 abstracts, 62 of these as the first author.
3. Exhibitions/Research: More than 50 undergraduates have been involved in research projects within the Department of Geological Sciences over the last three years, many for multi-year periods. During any given semester, approximately one-third of our undergraduate majors are actively involved in ongoing research efforts. This includes students enrolled in Geology 498/499 (Undergraduate Research), and students employed as research assistants and supported by grants from Sigma Xi, the Explorers Club, NSF, DOE, and the College of Science and Mathematics. All 86 graduate students in Geological Sciences are involved in thesis research work which is required for both the Doctoral and Masters degrees. Support is from government and industry fellowships, Research Assistantships, and approximately 26 Instructional Assistantships per term.
4. Professional Presentations: Undergraduates performing research under faculty in our department have made a number of professional presentations, including talks at national meetings (Geological Society of America Annual Meeting, American Geophysical Union Annual Meetings, the Lunar and Planetary Science Conference) and at local forums (South Carolina Academy of Science). Geology graduate students have made over 89 presentations at national and international meetings in the last 3 years (1993-95), including the "Best Student Paper" award at the 1994 Eastern Seismological Society of America Meeting; Invited participant at an international meeting on Lithospheric Deformation in France (1994); Invited speaker at Data Analysis Short Course sponsored by Executive Enterprises, Inc.

- **Faculty** - Student course evaluations (which are carried out for every instructor in every course) show that our courses are well-received by students at all levels of instruction. For 10 out of the last 11 semesters, our overall teaching evaluation ratings have ranged from 3.07 to 3.41 (on a scale of 0 to 4). In addition, in the last five years, our faculty have won the following advising and teaching awards: 1993 Outstanding Advisor Award (R. Thunell); 1993 Golden Key Award for Creative Integration of Research and Teaching (Runner-up, R. Thunell); 1995 Freshman Advocate Award (D. Williams); and 1995 Golden Key Award for Creative Integration of Research and Teaching (D. Williams)
- **Alumni** - A 1995 alumni survey polled alumni who graduated between 1991 and 1995 (38 questionnaires were sent to recent graduates whom we could locate). We received 16 responses, equal to a 42% response rate. Responses are similar to an earlier survey, with teaching, course content, and curriculum rated highly (75% to 88% Excellent to Very Good), and advisement rated as just "Average". Over one-third of our recent graduates participated in undergraduate research experiences, and they rated the importance of this experience highly (67% Excellent to Very Good). However, student awareness of research opportunities is low. Recent graduates have a high rate of employment in geology or geology-related fields (87%), including those employed as teaching assistants in graduate school. Only 25% of our recent graduates have graduate degrees or are enrolled in graduate school (compared to 38% in our earlier survey). This probably reflects the fact that many students prefer to work for a few years after graduating, before they return to graduate school.
- **Exit Interviews** - Results of exit interviews for graduate students graduating in 1994 and 1995 (n=12) indicate that 92% feel that their studies adequately prepared them for their job and 83% said that they were satisfied with their graduate experience. A considerable number of MS students have published papers in peer-reviewed journals. For MS degrees awarded during the last five years, the average time for completion varied from 2.2 to 3.0 years.

Use of Assessment Results: In response to the results of our alumni surveys and student interviews, we have enhanced our degree offerings to include two new degree concentrations: Intensive Major in Geology with concentration in Marine Geology, and Intensive Major in Geology with concentration in Environmental Geosciences. We emphasize that none of these enhancements to our curriculum required any new courses, additional faculty, or any additional resources beyond those committed to our basic undergraduate degree in Geology.

We have also increased our course offerings in the areas of environmental geology and hydrology at the undergraduate level. This effort has been aided by the additions to the faculty of a numerical hydrologist and an organic geochemist. We are currently searching for a replacement faculty in the area of environmental geochemistry.

In the future, we need to address weaknesses in the teaching of Geology 101 by some instructors, problems with the core curriculum course Geology 321, and weaknesses in student advisement. These problems are currently being studied and will be addressed in the near future.

Projected Changes/Initiatives:

1. Environmental Geology and Hydrogeology. In response to the graduate program assessment results, the Department of Geological Sciences has increased the course offerings in the areas of environmental geology and hydrology at the graduate level.
2. MERM Program. The Master of Earth Resources Management (MERM) program was started in 1987 by the Earth Sciences and Resources Institute within the College of Science and Mathematics. In both energy resources and environmental tracks, students split their course work between geology and business.
4. Residency Requirements. There is increasing demand from professional geologists in South Carolina for graduate programs that permit them to work either full-time or part-time while obtaining their degree. To meet this demand, geology faculty have successfully pushed for more flexibility in the university residency requirements. The Graduate Studies Committee is also considering offering programs specifically tailored to the needs of professional geologists in South Carolina.

DEPARTMENT OF MATHEMATICS

Mission - Undergraduate Program: The mission of the Department of Mathematics is to develop and disseminate knowledge about mathematics through its research, teaching, community support and interaction with government and industry. Specific aspects of the mission pertaining to education are: to provide comprehensive education in mathematics for students in the mathematics major, and to provide appropriate levels of mathematics education in support of other disciplines; to provide quality mathematics graduates in response to local, state, and national needs; to complement the educational missions of primary and secondary schools through programs of teacher training and enhancement in mathematics.

Assessment Summary: The Department of Mathematics has an unusually strong undergraduate degree program. All students take a core of mathematics sources, chosen to provide a well rounded and broad general knowledge of mathematics, after which they select one of three tracks. All students gain more than adequate preparation for the next step in their career. The program will be assessed on a continuing basis in order to identify areas of particular strength and areas that need modification.

Mission - Graduate Program: The mission of the Department of Mathematics is to develop and disseminate knowledge about mathematics through its research, teaching, community support, and interaction with government and industry. Specific aspects of the mission pertaining to education are: to provide comprehensive education in mathematics at the baccalaureate, masters, and doctoral levels for students in the mathematics major, and to provide appropriate levels of mathematics education in support of other disciplines; to provide quality mathematics graduates in response to local, state, and national needs; to complement the educational missions of primary and secondary schools through programs of teacher training and enhancement in mathematics.

Assessment Summary: The quality of the graduate program, which won a commendation for excellence from the CHE after a review by a panel of nationally prominent mathematicians in 1987, has improved substantially since that time. In September 1995 the National Research Council released its latest rankings of doctoral programs in the United States, which is the most comprehensive study of broad characteristics of graduate programs. Of 139 research doctorate programs in mathematics ranked according to improvement, our department was rated the fourth best, and of those 139 programs ranked according to their scholarly quality and educational effectiveness, our department was rated seventy-fifth best. The graduate degree programs will be assessed on a continuing basis in order to identify areas of particular strength and areas that need modification.

SCHOOL OF MUSIC

Mission/Objectives:

1. To serve as a major musical resource for the University, community and state through academic studies, professional activities and services that are representative of the best practices in music schools nationwide.
2. To provide our music majors with a comprehensive musical education and to prepare those who have professional aspirations for careers in music or music related-fields.
3. To provide musical experience for non-music majors at the University through appropriate courses, participation in musical ensembles and attendance at recitals, concerts and other music performances.
4. To provide opportunities and guidance for both music students and faculty in support of their efforts to develop musical and intellectual potential.

Assessment: The School of Music is subject to decennial accreditation by the national accrediting body, NASM. Since the 1990 accreditation visit, a number of evaluative procedures have been instituted. There is now a Faculty Steering Committee meeting on a regular basis. The Director of Graduate Studies and Director of Undergraduate Studies now regularly meet with the Dean to discuss and evaluate curricula, students, and other issues. The Music Education Task Force is presently reviewing the Bachelor of Music (Music Education) degree in light of the recent changes of degree structure in the College of Education. Periodic reviews and evaluations are required not only by the central university administration, but also by the South Carolina Commission on Higher Education. Because we are seeing increased numbers of applications from students interested in majoring in music (primarily as a result of our new facilities), we are intensely involved in monitoring and maintaining the balance of vocal and instrumental programs.

At the time of the 1990 NASM self-study, the School of Music was "in danger of being compromised by an inadequate operating budget, poor physical facilities, minimal library holdings, and inadequate maintenance and replacement of equipment." These concerns, which ultimately led to the deferral of our reaccreditation at that time, have been largely addressed. The physical facilities have improved dramatically, and the invigorating effect on faculty and student morale and productivity is truly extraordinary. The Dean of Libraries has committed significantly increased funding for collections. He has also helped us hire an assistant librarian who has developed the collection to an impressive extent. Funding for the maintenance and replacement of equipment (particularly instructional instruments) remains a matter of some concern and is being carefully reviewed by the Dean at this time.

The following is a list of the School of Music's ***undergraduate degree programs***, all of which are all in compliance with NASM standards: Bachelor of Arts with a major in music; Bachelor of Music with an emphasis in performance; Bachelor of Music with an emphasis in piano pedagogy; Bachelor of Music with an emphasis in jazz studies; Bachelor of Music with an emphasis in theory/composition; and Bachelor of Music with an emphasis in music education.

The School of Music also offers the Certificate of Graduate Study in Music Performance. The Certificate of Graduate Study is available to applicants who have developed skills or knowledge in a performance area beyond that expected of a typical undergraduate student. Assessment of students' qualifications for the certificate involves recitals - students are required to present two full-length solo recitals of 50 to 65 minutes.

Certain courses in music theory or history may be required toward master's degree requirements as a result of music entrance tests that are given to students seeking a master's degree. Credit toward master's degrees in music is not allowed for work in sight-singing ear-training. All master's degrees require a final oral examination, which tests basic knowledge in music theory and history and detailed knowledge in the major area. The following is a list of the School of Music's ***master's degree programs*** and their specific assessment requirements:

- Master of Music in composition. The assessment requirements include a music entrance examination comprises a theory test, including aural skills, a history test, and an audition. The composition degree requires a thesis composition. Plans for addressing weaknesses and improving results are a part of the assessment process.
- Master of Music in conducting. The assessment requirements include a music entrance examination comprises a theory test, including aural skills, a history test, an audition, and proficiency in foreign language diction (church Latin and one of French, German, Italian). The performance degree requires a full solo recital, which is intended to show the student's conducting ability. Plans for addressing weaknesses and improving results are a part of the assessment process.
- Master of Music in jazz studies. The assessment requirements include a music entrance examination comprises a theory test, including aural skills, a history test, and an audition. The degree requires a full recital (either a jazz recital or a program of jazz compositions/arrangements), which is intended to show the student's professional abilities. Plans for addressing weaknesses and improving results are a part of the assessment process.
- Master of Music in music history. The assessment requirements include a reading knowledge of German must be demonstrated. The history degree requires a thesis demonstrating ability to think independently and in depth about some aspect of music history. Academic requirements include the completion of a thesis. Plans for addressing weaknesses and improving results are a part of the assessment process.
- Master of Music in music theory. The assessment requirements include a music entrance examination comprises a theory test, including aural skills, a history test, and an audition. The theory degree requires a thesis that demonstrates the ability to think independently and in depth about some aspect of music theory. Plans for addressing weaknesses and improving results are a part of the assessment process.

- Master of Music in opera theater. The assessment requirements include a music entrance examination comprises a theory test, including aural skills, a history test, and an audition. The degree requires either two majors opera roles or two stagings of operas; these are intended to show the student's abilities in a professional setting. Plans for addressing weaknesses and improving results are a part of the assessment process.
- Master of Music in performance. The assessment requirements include a music entrance examination comprises a theory test, including aural skills, a history test, an audition, and for vocalists, proficiency in foreign language diction (French, German, Italian). The performance degree requires a full solo recital, which is intended to show the student's performance ability. Students whose primary performance medium is an orchestral instrument must also present a concerto. Plans for addressing weaknesses and improving results are a part of the assessment process.
- Master of Music in piano pedagogy. The assessment requirements include a music entrance examination comprises a theory test, including aural skills, a history test, and an audition. The piano pedagogy degree requires a thesis or a full solo recital. Plans for addressing weaknesses and improving results are a part of the assessment process.
- Master of Music Education. The assessment requirements include a music entrance examination comprises a theory test, including aural skills, a history test, and a music education test in the student's primary area (elementary or secondary, the latter in choral, band, or orchestra). The music education has three options: 1) a thesis demonstrating ability to think independently and in depth about some aspect of music education, 2) a full solo recital demonstrating ability to perform at the graduate level, 3) completion of three additional credits for a total of 35. Plans for addressing weaknesses and improving results are a part of the assessment process.

All doctoral students must pass a music diagnostic examination comprises a theory test, including aural skills, a history test, and an audition. Credit toward the degree is not allowed for work in sight-singing ear-training. Certain courses in music theory or history may be required toward degree requirements as a result of the tests. Doctoral students must pass a written Candidacy Examination in their primary area, written and oral comprehensive examinations in their primary area, and an oral dissertation examination. The following is a list of the School of Music's **doctoral degree programs** and their specific assessment requirements:

- Doctor of Musical Arts in composition. All doctoral students in composition must complete a research or analytical paper, which shows the ability to do research and to write at the doctoral level, and pass a reading comprehensive level for one foreign language, usually German, French or Italian. The dissertation requirement for the DMA in composition is fulfilled by the composition of a major work. Plans for addressing weaknesses and improving results are a part of the assessment process.
- Doctor of Musical Arts in conducting. All doctoral conducting students are required to complete MUSC 747 (Advanced Music Research). In addition, they must complete a research document, which shows the ability to do research and to write at the doctoral level, and pass a reading comprehensive level for one foreign language, usually German, French or Italian. The dissertation requirement for the DMA in conducting is fulfilled by four public recitals and a research document. One of the recitals must be a lecture recital. Plans for addressing weaknesses and improving results are a part of the assessment process.
- Doctor of Musical Arts in performance. All doctoral performance students are required to complete MUSC 747 (Advanced Music Research). In addition, they must complete a research document, which shows the ability to do research and to write at the doctoral level, and pass a reading comprehensive level for one foreign language, usually German, French or Italian. The dissertation requirement for the DMA in performance is fulfilled by four public recitals and a research document. One of the recitals must be a lecture recital, opera role, chamber-music presentation, or concerto. Plans for addressing weaknesses and improving results are a part of the assessment process.
- Doctor of Musical Arts in piano pedagogy. All doctoral piano-pedagogy students are required to complete MUSC 747 (Advanced Music Research) and pass a reading comprehensive level for one foreign language, usually German, French or Italian. The dissertation requirement for the DMA in piano pedagogy is fulfilled by a dissertation demonstrating a level of scholarship appropriate for the doctoral level, or a treatise

concerning some aspect of the theory or practice of teaching piano plus two public recitals, of which one may be a lecture or concerto recital. Plans for addressing weaknesses and improving results are a part of the assessment process.

- Doctor of Philosophy in music education. Doctoral students in music education are required to complete MUED 795 (Research in Music Education). In addition, they must pass a reading comprehensive level for one foreign language, usually German, French or Italian and successfully complete at least six credits in graduate-level statistics. Candidates for the PhD in music education must submit a dissertation. Plans for addressing weaknesses and improving results are a part of the assessment process.

COLLEGE OF NURSING

Mission: The mission of the College of Nursing is to impart, expand, and apply knowledge in nursing science through teaching, research, and service that promote, maintain, and restore the health of the citizens of South Carolina and society at large. The teaching mission of the College of Nursing is to provide quality baccalaureate, master's and doctoral education. Faculty facilitate active learning through the structuring of the environment, the organization of facts and ideas, the modeling of desired behaviors, the promotion of a spirit of inquiry and creative thinking, and the encouragement of autonomy, creativity, and personal development. Students are responsible for the active pursuit of knowledge, participation in learning experiences, involvement in activities and organizations concerned with current issues, generation of new inquiry through critical thinking and problem solving, and continuation of personal development.

Assessment Summary: Data are used in the development, maintenance and revision of the programs according to the College's Comprehensive Assessment Plan. Every semester, Program Assessment Questionnaires (PAQs) completed by finishing students and transcripts from cohort interviews are reported to the Steering Committee, the Curriculum Committee and department faculty. PAQ data reported by alumni and their employers are reported every three years.

Based on the 1994-95 Annual Report of Evaluations for the Master's and BSN Programs, the Curriculum Committee presented specific recommendations to the department faculty. These recommendations, as well as other concerns regarding student evaluation issues, were discussed during departmental meetings and are recorded in the minutes (available upon request). As a result of these discussions, faculty from two courses (Nursing 322 and 323) met to discuss nursing process information and to make sure that content is taught consistently.

Evaluation reports and standardized test scores have remained consistently above the standards set to measure student performance and competency in the intended outcomes. For Fall 1994, Spring 1995, and Fall 1995, PAQ responses for finishing students at the baccalaureate and master's levels exceeded the standard mean of 2.5 on a 4.0 scale for each item measuring the intended outcomes. PAQ responses from finishing doctoral students have also exceeded the standard since 1992 on items measuring intended outcomes. Cohort interviews have provided additional feedback to support the evaluation data. Questionnaires will be distributed this summer to alumni, their employers and College of Nursing faculty. This information was collected in Spring 1992 with favorable results regarding the student outcomes for doctoral students.

Finishing students have continued to score above the RN normed group and the baccalaureate normed group on the Mosby Assess Test. In Spring 1996, the scores reached 14 points above the RN normed group and 17 points above the baccalaureate normed group. During the same semester, 92 percent of the students earned more that 225 points established as a minimum satisfactory score. Since Spring 1993, an average of 98 percent of the students who took the NCLEX-RN have passed. Student scores have exceeded state and national results every semester. Master's students outcomes on the comprehensive examination have also been favorable. Since Fall 1992, at least 92 percent of students who completed the comprehensive examination passed the first time. Most students who chose to retake the exam passed it the second time. Since 1991, approximately 80 percent of all doctoral candidates have passed the comprehensive examination the first time they took it. All students who chose to retake the exam passed the second time.

Evaluation results and standardized test scores that consistently exceed minimum measures of satisfactory performance are strong indicators that students are acquiring effective skills in the intended outcomes of critical thinking, communication, therapeutic nursing interventions, and the intended outcomes for the doctoral students. The College of Nursing is committed to providing quality education and preparing students for the future. Within the framework of the Comprehensive Assessment Plan, data are systematically collected, then disseminated and analyzed by faculty, committees, departments, and administrators. Assessment results are used to improve programs as the results support the need for improvement.

DEPARTMENT OF PHYSICS AND ASTRONOMY

Mission: The main mission of the Department of Physics and Astronomy is to:

- Present exciting and relevant service courses to other science majors,
- Service the entire College of Engineering student body with a strong foundation in physics in accordance with the ABET engineering accreditation standards,
- Offer non-calculus based Physics courses to pre-medical, nursing, and liberal arts majors, etc.,
- Maintain a large astronomy teaching program to offer courses to fulfill the science requirements for a broad non-science community,
- Offer challenging lower division physics courses to the student body of the USC Honors College,
- Offer degree programs for Bachelor's and Master of Teaching programs, and
- Provide opportunities for South Carolina's students to obtain credible B.S., M.S., and Ph.D.

Assessment: Over the past ten years (1986-1996) the following is known of the Department's 58 B.S. graduates: 31 graduates (53.4%) went to graduate school; 6 graduates (10.4%) went into private industry; 5 graduates (8.6%) went into the military; and 16 graduates (27.6%) unknown. Over the past ten years (1986-1996) the following is known of the Department's 30 M.S. graduates: 14 graduates (46.6%) went to graduate school; 5 graduates (16.7%) went into private industry; 5 graduates (16.7%) went into university/hospital/research institution; and 6 graduates (20.0%) unknown. Over the past ten years (1986-1996) the following is known of the Department's 33 Ph.D. graduates: 22 graduates (67.7%) went into university/hospital/research institution; 5 graduates (15.1%) went into private industry; 2 graduates (6.1%) went into the military; and 4 graduates (12.1%) unknown.

It is worthwhile pointing out that Carmen Almasan, Ph.D., 1989, won two consecutive Amelia Earhart Awards for nationally outstanding female graduate student. Also, Juan Collar, Ph.D., 1992, obtained the most prestigious postdoctoral fellowship that the Center for European Nuclear Research (CERN) has to offer. A number of Ph.D. Graduates of the program have achieved senior positions in their fields over the years (see the 1996 Institutional Effectiveness Report).

With the very few exceptions, most of our Ph.D. graduates obtain postdoctoral fellowships in universities, faculty positions, or research positions in either government or private laboratories almost immediately. Many of the positions were entry positions for these people, and those names mentioned above were updated by information obtained in a number of ways. Many of them shown as Assistant and Associate Professors are now full professors or deans.

Another independent assessment of our program is the comparison of the performance of our graduate students who come from our own Bachelor's program with those that come from other programs in the region. Essentially all of our own students are able to begin graduate work at the 700 level immediately upon graduation. A significant fraction of those entering our graduate schools from the other schools in the state and in the region must take several advanced undergraduate courses before advancing to the 700 level graduate courses.

The advanced undergraduate courses for physics majors are usually small sections of between 12 and 20 students. Students have an active Society of Physics Students (SPS) that has won several national awards recently. Members assist the Department in putting on demonstrations for the general public during our annual spring festival, participate in an active lecture program given by faculty and outside lecturers, and in a variety of other activities that are meant to stimulate interest in a variety of fields of physics.

DEPARTMENT OF STATISTICS

Mission: The Department of Statistics at USC-Columbia exists to serve society by providing high quality education and training in statistics, extending the frontiers of the discipline through research, and expanding the awareness and usefulness of the discipline through public service. We strive for continual improvement in these areas.

- Bachelor of Science in Statistics. The Bachelor of Science in Statistics Degree Program at the University of South Carolina - Columbia is led by an outstanding faculty. Thirty percent of the faculty are Fellows of the American Statistical Association and 60% are on editorial boards of prestigious professional journals. The program produces graduates who are broadly trained in applied and mathematical statistics. Graduates work in business, industry, and government or pursue advanced degrees. An average of 10 B.S. degrees are awarded per year.
- Master of Industrial Statistics. The Master of Industrial Statistics Degree Program at the University of South Carolina - Columbia is led by an outstanding faculty. Thirty percent of the faculty are Fellows of the American Statistical Association and 60% are on editorial boards of prestigious professional journals. The degree program is designed to train industrial professionals with at least two years of work experience in the practice of statistics in order that they might improve the quality of their organization or process. This is a new degree program.
- Master of Science in Statistics. The Master of Science in Statistics Degree Program at the University of South Carolina - Columbia is led by an outstanding faculty. Thirty percent of the faculty are Fellows of the American Statistical Association and 60% are on editorial boards of prestigious professional journals. The program produces graduates who are broadly trained in applied and mathematical statistics. All students receive training in statistical consulting. We have experienced 100% placement of our graduates in each of the last five years. An average of 7.2 M.S. degrees are awarded per year.
- Ph.D. in Statistics. The Ph.D. in Statistics Degree Program at the University of South Carolina - Columbia is led by an outstanding faculty. Thirty percent of the faculty are Fellows of the American Statistical Association and 60% are on editorial boards of prestigious professional journals. The program produces broadly trained graduates who are in great demand. We have experienced 100% placement of our graduates. The program has recently been ranked in the top ten in the South.

Use of Assessment Results: The Department's Assessment Committee annually reviews the assessment data as part of the strategic planning process. These reviews have led to instructional improvements in the areas of statistical consulting and statistical computing.

DEPARTMENT OF THEATER, SPEECH AND DANCE

Mission: The Department of Theater and Speech offers four degrees: Bachelor of Arts (BA), Master of Arts (MA), Master of Arts in Teaching (MAT), and Interdisciplinary Master of Arts (IMA). The Bachelor of Arts is a liberal arts program. The BA is especially designed for persons wishing a strong liberal arts education in preparation for careers in law, communications, medicine, business, education, and the like. The degree also prepares one for further training in theater. The Master of Arts degree is a scholarly degree program that prepares students to enter either a doctoral program or to pursue further professional training. The MA is aimed also at offering specialized training for secondary school teachers. The Master of Fine Arts degree program is primarily for candidates for professional theater. The Department cooperates with the Graduate School in offering additional degrees, the Master of Arts in Teaching (MAT) and the Interdisciplinary Master of Arts (IMA). Almost all departments in the College of Liberal Arts participate in offering course work for these degrees. The MAT and IMA degrees and their requirements, however, are established by a committee of the Graduate School.

Assessment: Student achievement in theater is evaluated in a variety of ways. While some of the standard measures used in other academic units (written exams and term papers) are used at every level of the program, there also are means of evaluating student achievement in the performance areas and determining the value of the training added to the talent students bring into the program. The Department has developed a number of ways of evaluating students at each level of their training and in each training area. There has been a demonstrated willingness to use the information gained to make changes in the program.

In the M.F.A. program, for instance, the initial auditions and portfolios are now reviewed by at least two persons in the program. On admission, each M.F.A. student is assigned to a committee of faculty who are responsible for the continuing evaluation of the student. Each semester the student meets with his/her committee which reviews all the student's work for the term. The committee is responsible for assigning a grade to the practicum (performance work) and for reviewing with the student all academic work done and the problems/successes encountered during the period. The student presents a practicum paper to the committee which discusses the practicum work for the term. At the end of each semester the total work of each M.F.A. student is reviewed by all M.F.A. faculty in the M.F.A. Review meeting. This meeting includes a review of the assistantship/teaching, academic, training and performance work.

During the internship period, each student's work is reviewed by personnel at the Shakespeare Theater and at USC. At the end of the internship, there are extensive interviews held with each student to assess the impact of the program. As noted above, the recent changes in the M.F.A. program came as a result of discussions with faculty, students and personnel at the Shakespeare Theater.

Students in the M.A. and M.F.A. programs are required to take Theater History/Criticism and be tested in this area on the Comprehensive Examination. Over the last few years the faculty has viewed with growing alarm the weaknesses of students (especially M.F.A.'s) in the kind of analysis and writing required for the Comprehensive, especially for those M.F.A.s who may end up in college/university teaching where the M.F.A. is seen as a terminal degree. As more of our M.A.'s began applying to Ph.D. programs, we became concerned about their academic skills as well. As a result, we have revised both our requirements and the way we teach. Theater history for graduate students is now taught in a lecture/tutorial format, with students assigned research projects on important areas of the course and meeting once a month to present and discuss papers. In addition, students have tutorial sessions with faculty (in which the process and the written product are discussed) as well as master classes. At the end of the course all of the papers are collected into a single document which serves as a study guide for all the students. We believe we have started to see real improvement in thinking and writing in the first group of students in the revised theater history class.

Use of Assessment Results: Changes in the B.A. and M.A. programs which have taken place over the last three years have come as a result of formal or informal evaluation of the programs by faculty and students. Such discussions, for instance, led to the decision to reserve one to two productions each year as "undergraduate" shows which would be cast with undergraduates in at least all of the principal roles. The faculty had discovered that there was a perception in the undergraduate program that M.F.A. students would always be cast in the major roles. The decision to reserve undergraduate shows resulted in a much larger, more enthusiastic, and more committed undergraduate pool of actors.

While the surveys developed and administered during the Self-Study process have been helpful, the most significant changes in the Department's academic program have come from a series of interviews between B.A. and M.F.A. students and the Department Chair. The enforced process of recording evaluations and making concrete the changes which many faculty and staff had talked about for years have had an extremely positive effect on the academic dimensions of the Department's programs. Perhaps even more significant has been the development of a series of written, effective governance polices. While the Department functioned relatively well without a formal policy document, the faculty discovered that there was a wide divergence in the interpretation of Departmental governance policies. The governance document should be a major assistance to the leadership of the Department and toward developing communication among constituencies.

While the Self-Study process has highlighted a number of areas which need improvement, it has also made clear some areas of strength. One of the most beneficial aspects of the Self-Study process has been having an outside consultant come in and meet with faculty and give feedback on all aspects of the program. We have tended to rely on institutional resources for all of our information and have found an interested and thoughtful outside consultant to be of enormous value, especially in seeing the needs of individual faculty. The outside consultant strongly advocated the development of a strong governance document and a thoughtful review of faculty responsibilities with an eye toward allowing certain faculty much more time for research/performance.

One of the areas of evaluation which we were compelled by the Self-Study to address was the alumni survey. This was a task first assigned four years ago, but which had become the first victim of shortages of time and money. We now have a system to do this regularly, and a survey instrument which we will be refining and using each year in the future.

3. Performance of Professional Program Graduates on Licensing and Certification Exams

(Reporting Schedule: Annually) - Student achievement in professional programs may be assessed in part through an examination of performance on licensure and certification exams in areas such as teaching and nursing. Licensure and certification exams match collegiate achievement with professional standards and norms. USC Columbia reports annually on the following exams: (1) Law, (2) Nursing, (3) Medicine, (4) Education, and (5) Pharmacy.

Indicators of Success: 90% pass rates on licensure and certification examinations.

USC graduates consistently do extremely well on licensing and certification exams, meeting or exceeding national norms.

Results of Licensing and Certification Exams for 1995-96

Examination	Number Tested	Number Passing	Percent Passing
Law			
SC Bar Exam	213	201	94
Education			
NTE Professional	277	274	99
NTE Specialty	484	405	84
Medical	73	71	97
USMLE-Step 1	78	72	92
USMLE-Step 2			
Nursing			
NCLEX-RN	84	81	96
Pharmacy			
NABPLEX	71	68	96

4. Reports of Program Changes that have Occurred as a Result of External Program Evaluation

No report is necessary.

5. Academic Advising

(Reporting Schedule: 1997, 2000, 2003).

6. Entry-level Placement and Developmental Education

(Reporting Schedule : Annually) - Entering undergraduate students must possess certain knowledge and skills to perform satisfactorily in the university. USC Columbia has defined the skills appropriate for its entry-level students. These skills are assessed when students enter the institution. Students who are under-prepared are advised to take developmental courses. Students in each developmental course are tracked to determine their rates of completion and success in both developmental courses and an appropriate sequence of credit courses. USC Columbia assesses the effectiveness of its placement and developmental education programs.

Indicators of Success: Appropriate placement of students in courses.

Assessment and Use of Results: USC Columbia has pre-enrollment examination and placement programs in mathematics and four foreign languages: German, French, Latin and Spanish. USC Columbia requires every freshman to take the math and language placement examinations. The results of these tests determine the level of classes students are advised to take.

The English Department assesses the entry-level writing skill of new freshmen in English 101. During the first week of the semester, freshmen present a portfolio of written work from high school. They also write essays in class and outside of class. The portfolio and essays are the evaluated by specially-trained faculty and graduate students. Those whose writing skills need strengthening then attend Writing Studio, a small group (3-4 students) tutorial which meets once a week for an hour while they are enrolled in English 101. In addition, a faculty committee is currently working on implementing **"writing across the curriculum."**

The results of the mathematics examinations are used primarily as an advisement tool to direct students to the courses in which they are most likely to succeed. Because USC Columbia no longer offers remedial courses, USC contracted with Midlands Technical College to teach developmental math courses for students who do not pass USC Columbia's math placement test.

The Department of Spanish, Italian and Portuguese recently changed its cut off scores for its placement tests as a result of an analysis of grade distribution, which revealed that students in Spanish 121 received more Ds and Fs than students in Spanish 109 and 122, and its faculty's re-assessment of its placement test. The innovative use of the Angoff method to assess cut-off scores won the department an ***Exemplary Efforts Award*** from the Commission on Higher Education (CHE) and the South Carolina Higher Education Assessment (SCHEA) Network. The method of validating placement tests is a model for other disciplines as well.

7. Success of Entering Students in Meeting College or University Admissions Prerequisites

Percentage of New Freshmen Who Met All Prerequisites for College Admission

	1993	1994	1995
All Freshmen	95	95.8	95.9
S. C. Residents	96	96.5	97.2
Non-Residents	90	93.3	91.0

8. Achievement of Students Transferring from Two-year to Four-year Institutions

The two-year regional campuses report on this component.

9. Analyses of Undergraduate Retention and Attrition

(Reporting Schedule: 1996, 1998, 2000, 2002, 2004) - Success in retaining undergraduate students admitted to public colleges and universities is one way of evaluating an institution's admissions criteria, academic programs, and student services. Conversely, analysis of why students leave may provide useful information concerning any or all of these areas.

Assessment Criteria: The USC-Columbia sophomore and junior return rates and 4, 5, and 6 year graduation rates will be equal to or higher than the average for similar institutions.

Implementation: The USC-Columbia sophomore and junior return rates and 4, 5, and 6 year graduation rates will be compared to the rates for selective public institutions (Average SAT score of 950-1049) published in the most recent Consortium for Student Retention Data Exchange Retention Report.

Assessment Results: As illustrated in the following table, USC-Columbia exceeds the norms in all five categories.

	Retention Rates		Graduation Rates		
Cohort	Sophomore	Junior	4 Year	5 Year	6 Year
USC - Columbia	80.2	69.9	32.1	56.7	61.8
Public Selective Institutions	78.0	66.7	25.7	47.8	53.9

In addition, USC-Columbia continues to be a national leader in the graduation rate of black students at state-supported schools. In 1994, USC-Columbia was ranked 3rd in the nation in black student graduation rates. While USC-Columbia is successful in retaining and graduating students, several additional retention studies have been performed to better understand the retention phenomenon at this institution. A brief summary of three of the studies are presented in the full report. Some of the findings follow:

- The average time to graduation was 5.5 years.

1. The range of terms required to complete the degree was from 8 to 40.
2. 69% of the graduates did not change majors.
3. 77% of the graduates were full-time only, 2% were part-time only.
4. 44% of the graduates started at an institution other than USC-Columbia.
5. 70% of the students scoring less than 750 on the SAT have a first year GPA above 2.0

- Students scoring less than 750 on the SAT and higher scoring students are equally likely to return for the sophomore year.
- Students scoring less than 750 on the SAT who do not return for the sophomore year are no more likely to be experiencing academic difficulties than are students scoring 750 or higher who do not return for the sophomore year.
- USC-Columbia students scoring less than 750 on the SAT have a graduation rate that is comparable to the graduation rate of *all* students nationally.
- Over one-fourth of the African American students at USC-Columbia score below 750 on the SAT.
- Odd ratios for dropping out and graduation rates for First time, full time regional campus students who later attend USC-Columbia :

Starting Campus	Likelihood of Dropping Out (Compared to Students Starting at Columbia)	6 Year Graduation Rate
Beaufort	3.2 times more likely	15.38
Lancaster	2.3 times more likely	24.88
Salkahatchie	2.4 times more likely	18.71
Sumter	2.0 times more likely	29.34
Union	2.1 times more likely	24.19

Use of study results:
- The University 101 staff has proposed a transfer section of University 101 based on the high transfer student rate.

- The Retention Committee is investigating alternatives to tracking only first time, full time students. If 44% of the students who graduate start at USC-Columbia, and if 4% of the graduates were part-time students, perhaps first time, full time students only account for approximately half of the student body. To ensure the proper recruitment and retention of *all* USC-Columbia students, a less restrictive cohort must be defined and studied, regardless of the current nationwide practice of only reporting retention rates for first time, full time students.

10. Minority Student and Faculty Access and Equity

Minority Undergraduate Enrollment and Minority Undergraduate Degrees Earned

Category	1992			1995		
	African-American #	Total #	African-American %	African-American #	Total #	African-American %
A. Enrollment 1. Number and Percentage of African-American Undergraduate Students	2,598	16,142	16.1%	2,848	15,915	17.9%
B. Degrees Earned 1. Number and Percentage of African-American Associate Degree Recipients	N/A	N/A	N/A	10	17	58.8%
2. Number and Percentage of African-American Bachelors Degree Recipients	348	3,062	11.4%	405	2,904	13.9%

11. Academic Performance of Student Athletes

(Reporting Schedule: Annually) The maintenance of admission standards, satisfactory academic performance, and appropriate program completion rates among those participating in inter-collegiate athletic programs while receiving athletic grants-in-aid is essential for the integrity of South Carolina's public institutions. USC Columbia submits its NCAA Academic Reporting Form for all inter-collegiate sports in which grants-in-aid are awarded. The NCAA Academic Reporting Form is augmented by the following information: the number of athletes with grant-in-aid who do not meet published institutional admissions criteria categorized by sport and gender; the graduation rate for athletes with grants-in-aid categorized by specific degree earned; and the average number of years needed for recruited student athletes with grants-in-aid (when different from recruited athletes) to earn a degree organized by sport and gender and with parallel data on all students.

Assessment: NCAA and SEC criteria.

Indicators of Success: Meeting or exceeding NCAA and SEC criteria.

Assessment Method: Graduation rates and Grade Point Averages (GPAs)

Assessment Results: Turning in the highest grades in the past four spring semesters, USC's athletes combined for a 2.75 grade point average, with nine teams improving their grades from a year ago and five teams registered a 3.0 GPA or higher. 123 athletes had a 3.0 or higher spring GPA, with 46 on the Dean's List (3.5 GPA or higher), and 14 were named to the President's List with a 4.0 GPA. Figure 1.c.1 compares the grade point averages of student-athletes to other USC students over the last four years. While the average GPA of student-athletes is slightly lower, the differences are not statistically significant, and for the spring of 1995, student-athletes only trailed students in general in GPA by six one hundredths of a grade point. Again, it must be remembered that the average GPA of these student-athletes was predicted to be .63 grade points below the average non-athlete GPA.

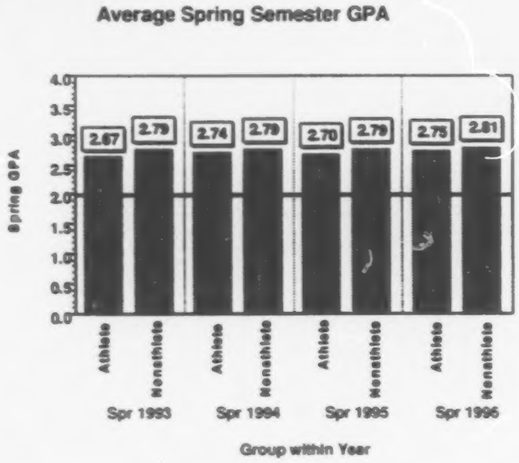

Figure 1.c.1

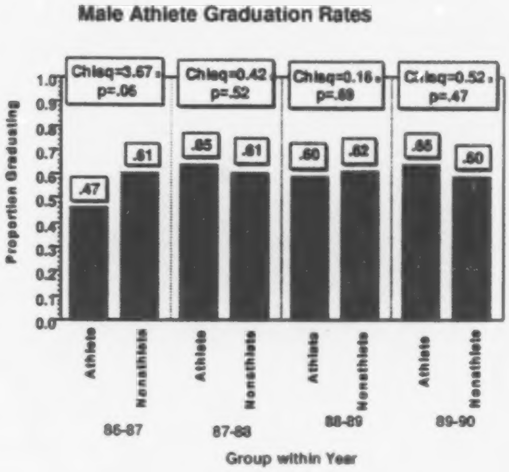

Figure 2.1

Referring to Figure 2.1, male athletes have a six-year graduation rate similar to all male students at the University. Figure 2.2 illustrates the fact that female athletes have graduation rates comparable to all female students at the University. The graduation rate for football has increased from 49% for the 1986-87 cohort to over 60% for the last two cohorts; the 1988-89 entering class of football players reported a higher six-year graduation rate than did "all athletes" or "all students" and was nationally recognized by the College Football Association for this achievement. The 1989-90 entering class of football players reported a six year graduation rate of 60%, the basketball players reported a graduation rate of 67% compared to an overall student graduation rate of 62% for that cohort reported to NCAA.

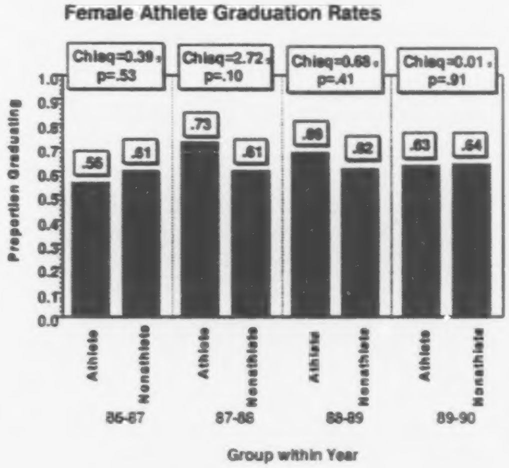

Figure 2.2

12. Procedures for Student Development

(Reporting Schedule: 1996, 1999, 2002) Determining student growth and development throughout the university experience requires the application of multiple assessment procedures. USC Columbia's Division of Student Affairs Assessment Plan is designed to provide meaningful data that is applicable to the services and curriculum of the institution. Further, the assessment plan is intended to provide data on the effect of non-academic experience on students' academic and career success.

Since 1990, the Division of Student Affairs Assessment Committee has been responsible for creating and maintaining two assessment plans: one, to determine the success of the Division in meeting its twelve operational goals, and a second, to determine the success in assisting the personal/social development of students. The particular developmental focus for the second assessment plan includes the values that are inherent in the Carolinian Creed. The Assessment Committee has developed "indicators of success" to help translate Division goals and the ideals of the Carolinian Creed into measurable objectives. Data for each indicator are collected from a variety of sources itemized below. Procedures for the collection of the data including designation of individual responsibility for data collection, the use of the findings, and action taken to improve or correct a deficiency are also important components of the assessment plans. Maintaining the plans is a dynamic process. Although consistency is important, indicators deemed irrelevant or problematic are replaced.

When analyzing the data for each indicator, the focus is generally on trends over time, rather than on a single year's data. Some indicators identify a local or national standard to be met, while others are worded in such a way as to monitor results that fall below a three year average. Once data have been collected, the committee focuses on the results that fail to meet expectations and discusses possible interventions to help improve the results. The purpose of this ongoing assessment process is to provide the students of the University of South Carolina with effective student services and with proven opportunities for personal/social growth.

Critical Questions:

Critical questions addressed in the two assessment plans of the Division of Student Affairs relate to the twelve operational goals listed in its Mission and Goals statement as well as the five values reflected in the Carolinian Creed. The critical questions are as follows:

1. To what extent have students been assisted in making a successful transition to and from college?
2. How successful has the University been in creating opportunities for students to expand their aesthetic and cultural experiences?
3. To what extent are the students helped to acquire adequate financial resources to support their education?
4. To what extent are students helped to explore and clarify values?
5. How successful are efforts to encourage students to develop healthy relationships with their peers, faculty, staff, and family?
6. How successful are efforts to teach students how to resolve individual and group conflicts?
7. To what extent does USC provide programs and services for students who have learning difficulties?
8. To what degree does USC help students understand and appreciate racial, ethnic, gender, and other differences?
9. To what extent are opportunities designed for leadership development?
10. How successful are programs to provide health care to students and encourage healthy living?
11. How successful are programs to provide opportunities for recreation and leisure time activities?
12. To what degree does USC help students clarify career objectives, explore options for further study, and secure employment?
13. To what extent have students been helped to develop personal and academic integrity?
14. To what degree have students been helped to develop respect for the dignity of all persons?
15. How successful has the University been in helping students develop respect for the rights and property of others?

16. How successful are programs that assist students to develop feelings toward others that discourage bigotry and strive to learn from differences?

17. To what extent have students developed concerns f2.75 grade point average, with nine teams improving their grades from a year ago and five teams registered a 3.0 GPA or higher. 123 athletes had a 3.0 or higher spring GPA, with 46 on the Dean's List (3.5 GPA or higher), and 14 were named to the President's List with a 4.0 GPA. Figure 1.c.1 compares the grade point averages of student-athletes to other USC students over the last four years. While the average GPA of student-athletes is slightly lower, the differences are not statistically significant, and for the spring of 1995, student-athletes only trailed students in general in GPA by six one hundredths of a grade point. Again, it must be remembered that the average GPA of these student-athletes was predicted to be .63 grade points below the average non-athlete GPA. Table 1.c.1 breaks down the spring GPA over the last four years by sport.

Evidence of Excellence and Significant Changes Resulting from Assessment:

Although multiple indicators are examined for each of the seventeen critical questions, selected highlights are reported here for those areas representing excellence at the University of South Carolina. Following six examples of excellence, some areas of weakness will be identified as well as changes resulting from the assessment process.

Question 1 (Successful transition to and from college): Data continue to reveal that USC has a higher sophomore return rate than the national average for research universities. It is expected that these results are influenced by the high percentage of freshmen who participate in University 101 and other strong freshman year support services. In addition, the percentage of graduates who report having used one or more Career Center services has increased from 38% in 1991 to 59% in 1994-95 which indicates that a clear majority of graduating students are now using this important service.

Question 3 (Acquire adequate financial resources): The number of students receiving University scholarships exceeded 5600 for the 1994-95 academic year, a two-fold increase over the figures for 1989-90. Also, the amount of funds received for University scholarships has more than doubled during the same time period. Another indicator of the University's efforts to make maximum utilization of limited financial aid resources is the low default rate for university loans. The importance of adequate financial aid resources is emphasized by the fact that nearly 60% of current students are receiving some type of financial aid from the University.

Question 9 (Opportunities for leadership development): Over 90% of USC students report they are presented with opportunities for leadership development while enrolled at USC. This fact is supported by the large number of students who participate in leadership activities. One example of USC's excellence in preparing student leaders is reflected in the fact that four USC students in the past have been winners of the Omicron Delta Kappa National Leader of the Year competition. No other institution in the United States has claimed more than one winner.

Question 10 (Providing health care to students and encouraging healthy living): The number of students who are using the University Health Service last year reached the highest level in five years (38,187 provider visits). Ninety percent of graduating seniors agree that USC offers programs that provide health care to students and encourage healthy living. Furthermore, health promotion activities achieve wide publicity and participation among USC students.

Question 11 (Recreation and leisure time activities): The highest percentage of students yet (90.6%), in responding to the Division's Senior Survey, report that USC provided them with opportunities for recreation and leisure time activities. This figure reflects the extremely high usage being made of recreational facilities at USC and the high percentage of students who report some level of participation in physical activity. USC student responses on the CSEQ scale of athletic and recreation facilities reflect parity with other doctoral universities.

Question 17 (Developing concerns for others, their feelings and their need for conditions which support their work and involvement): USC students reflect their concern for others in a number of different ways. During 1994-95, 4,085 students utilized the services of the Office of Community Service Programs in both individual and group efforts. This number increased from 1,161 in 1991-92.

The Division can point to several instances of significant changes made as a result of assessment. For example, following low scores on the Student Acquaintance Scale of the CSEQ in 1991, the Assessment Committee conducted a thorough evaluation during the following year. During this time it was decided that the Office of International Programs for Students would develop a number of new initiatives which would provide opportunities for international students and American students to meet and come to know each other better. These examples were added to an already wide array of such program activities. In the following administration of the CSEQ, results on the CSEQ Scale of Student Acquaintances met the national standard. The Committee believes this success was due in part to the new programs initiated.

In at least two instances the Assessment Committee learned as a result of the assessment process that physical facilities were the source of low CSEQ scores. Students implied that space was inadequate in the Student Union for students to meet and spend leisure time with other students. As the Committee examined this result, it was apparent that over the past several years more and more of the leisure time space in the Union had been reclaimed for other needed office space or for student meeting rooms. In another example relating to residence halls, students reported that community space in residence halls was also lacking. In both cases, recommendations were made to improve future physical facilities by incorporating more leisure time and community space in subsequent buildings. These recommendations have now become part of the University's Master Facilities Plan.

Although corrective action has not yet been taken, the most recent assessment results have targeted for action during the forthcoming year items dealing with helping students to understand and appreciate differences and coming to grips with problems related to personal and academic integrity. The Assessment Committee members are especially concerned about the relatively large percentage of students who report that cheating is prevalent on campus. Hopefully the next report on student development assessment will show evidence of improvement following action to be taken next year.

13. Library Resources and Services

(Reporting Schedule: 1996, 2000, 2004) - Access to and use of appropriate library materials are critical parts of the learning process. USC Columbia intends to ensure that students have access to library resources by determining usage of library materials through regular assessment of the quality and the use of library resources and services.

Educational effectiveness **goals and objectives** include:

- Understanding the expectations of those we serve and to improve the services we provide;
- Developing appropriate products and services and to educate those who use them;
- Developing a team of motivated professionals who combine their collective talents to meet University objectives;
- Providing an exceptional workplace designed to motivate and reward employees;
- Making full use of available resources and aggressively pursue new ones;
- Building and maintain high quality support that increases the productivity of the entire University.

Multiple assessment methods used:

- A strategic planning process facilitated by a consultant from the Association of Research Libraries involving all employees of the library at every level;
- Information solicited from the Faculty Committee on Libraries;
- Visits to academic units' faculty meetings to solicit input and raise the profile of the libraries in service to the academic community;
- Focus groups from a variety of the libraries' constituents;
- Group discussions among staff using facilitation techniques to bring out information from front line workers;
- Teams and task forces made up of a cross-section of employees from all departments;
- Open meetings addressing specific areas of library service encouraging review from a variety of perspectives.

All assessment tools worked well in bringing ideas and observations from all levels of staff. Key factors were openness in discussions, assurance that all ideas are welcome, and the careful recording of information from each type of assessment activity. Detailed discussions between administrators and support staff resulted in documents thoroughly documenting what is working, what is not working, what needs refinement, and what needs to be investigated.

Results: Each area within the library has recorded assessments, plans, and visions in a "Models of Service" document. These documents are made available to all library employees for discussion, feedback, and action. That all staff had input into the documents has considerably enhanced commitment among employees in putting plans into action. That all staff have access to all documents has increased awareness of the effects of each area's work on other areas and increased understanding of the potential effects on the library's service.

A few specific examples of **improved service resulting from assessment activities**:

- Merging of like functions to increase production and cut costs;
- Planning and soon implementing of a monthly new acquisitions list on the World Wide Web and linked to the library's home page;
- Task forces actively investigating current contents and document delivery services;
- Greatly enhanced working relationships and appreciation of interdependence and teamwork as the foundation for services to constituents.

Innovative approach:

- This assessment is innovative in its approach. The early use of a consultant resulted in improved communication in meetings, clear methods to set directions and prioritize, and knowledge of facilitation techniques to improve discussions. The involvement of all staff is crucial to obtaining comprehensive information, making informed decisions, and promoting commitment. The dissemination of all information to all staff is crucial to building trust and allowing ideas to flow freely.
- Generalizable to other programs
- The approach can be used in any organization committed to open communication with a willingness to learn new techniques for generating ideas and information. The organization must also value the work and ideas of all employees and communicate this value to the employees.

Recognition/Honors:

Invited paper presented at the CAUSE95 meeting in New Orleans, November 1995. Paper entitled Strategic Planning for a Library, Computing, and Media Support Organization.

14. Administrative and Financial Processes and Performance

(Reporting Schedule:1997, 2001).

15. Facilities

(Reporting Schedule: 1998, 2002).

16. Public Service

(Reporting Schedule: 1997, 1999, 2001, 2003).

17. Research

(Reporting Schedule: 1996, 1998, 2000, 2002, 2004) - Research is part of the university's mission. The effectiveness of research activities is assessed by individual units to determine whether these activities support departmental missions and, therefore, the university's mission.

Assessment: At the **university-wide level**, Sponsored Programs and Research (SPAR) examines research issues that address the "quality of life in South Carolina" and assesses how much funding is directed toward applied research. SPAR is responsible for assisting the university community with externally funded research activities and other related initiatives. SPAR's mission is to provide a wide range of services to help faculty and staff identify and obtain funding for research and other sponsored projects from various sources including government agencies and private enterprises. The office serves as central administrator for the submission of proposals and the overall management of grants and contracts for the university.

Indicators of success include increasing the level of external funding and coordinating, improving and enhancing research activities. President Palms has also stated that "the university will build on its strengths in basic and applied research. It will continue to provide incentives for scholars to seek extramural funding and support for research, scholarship and creative activity."

Assessment Results: The Office of Sponsored Programs and Research and the USC Development Foundation (USCDF) received sponsored program awards totaling $73,827,154 during the 1994-95 fiscal year. (The next report is due October, 1996.) This was an all-time high in sponsored program funding and a 19.4% increase over the previous year. Federal funding supported the majority of all sponsored projects, accounting for 80% of total award dollars. The university's three largest sponsoring agencies continue to be the U.S. Department of Energy ($8.5m), the National Science Foundation ($8.37m), and the National Institutes of Health ($8.21m). Funding from the U.S. Department of Commerce ($5.1m) and the U.S. Department of Education ($4.6m) each increased by 43% surpassing the Department of Defense to become the fourth and fifth largest sponsors.

Private awards to the university decreased slightly in comparison to the previous year, $8.1 compared to $8.5 million. Awards through SPAR totaled $5.5 million, a decrease of 9% while awards to the USCDF increased by a like amount of $2.6 million. Funding from the state and local government agencies for sponsored projects increased by 80% to over $6.9 million. This growth reflects an increasing reliance on university expertise and personnel by state agencies to provide valuable research and training services.

Grant and contract awards provide funding for a variety of purposes, including research, training, public service and equipment. As in the past, the majority of this year's sponsored projects supported research activities. Research awards totaled over $46 million, a 10% increase, and represent 63% of total funding. Awards for service and training projects increased dramatically in comparison to last fiscal year. Service awards increased by 48% to $16.8 million, 23% of total funding. Training projects accounted for 12% of total funding and increased by 31% to $8.9 million.

Over the past few years, the university's "sponsored program pie" has changed dramatically. In FY 92, awards to the College of Science and Math accounted for 35% of all sponsored program funds. While most departments within the college have continued to grow in terms of sponsored program funding, its share of total funds decreased to 23%. The majority of other major university divisions, including Medicine, Public Health and Engineering, have increased their share during the same period.

In terms of dollar growth over the past year, several units surpassed the university's 19% growth rate. Among those with the highest increases were USC Aiken (+240%), Institute of Public Affairs (+100%), College of Education (+98%), School of Public Health (+42%), and College of Social Work (+30%).

UNIVERSITY OF SOUTH CAROLINA - LANCASTER

Introduction

This summary report for the University of South Carolina at Lancaster includes General Education, Performance of Professional Program Graduates on Licensing and Certification Exams, Entry-Level Placement and Developmental Education, Undergraduate Retention and Attrition, Student Development and Student Services, and Library Resources and Services.

The following remaining components will be submitted to the Commission of Higher Education by the date annotated: Majors and Concentrations (July 1999), Academic Advising (July, 1997), Achievement of Students Transferring from Two to Four Year Institutions (1998), Academic Performance of Student Athletes (Not Applicable), Administrative and Financial Processes and Performance (July 1997), Facilities (July 1998), Public Service Institution-wide (July 1999), Research Institution-wide (Not Applicable).

Of the components being reported on this year, **USC Lancaster invites the reader to note those achievements which are highlighted in bold.** USC Lancaster remains committed to continuous improvement and strives to strengthen our institution and its ability to serve the needs of our constituents.

1. General Education

General Education provides students with a breadth of understanding of the humanities, sciences, and social sciences which form the underpinning and context for the specialized knowledge of the academic majors. At USC Lancaster, students should be assisted in developing communication skills including the ability to write, listen, speak and read effectively; they should be assisted in developing critical thinking skills; students should be assisted in developing an understanding of culture(s) and of science and technology; and should be assisted in developing intellectual, personal, physical, and social skills which support development of a spirit of curiosity, integrity, and confidence in planning and pursuing academic, career, and personal goals.

Student survey data, Counseling Center data, and students' successful completion of the General Education curriculum are used to measure levels of success in these areas.

Fall 1995 Continuing Student Survey data indicate that 79% of respondents felt their writing skills have been somewhat improved to very improved; 80% felt their ability to listen effectively has been somewhat to very improved; and 63% recorded somewhat to very improved speaking skills. Further, 81% of student respondents felt their analytical skills have been somewhat to very improved. (Improvements were also supported by student responses on the College Student Inventory which compares entering student responses to responses of those same students after completing at least three semesters.) For social sciences, the core curriculum in General Education continues to require successful completion of a minimum of six social science credits. In terms of student use of technology, basic technology skills are required in Math 100 as well as in the Freshman Seminar (over 50% of entering Freshmen) and in all Math 111 sections and Computer Science sections as well. In the sciences, students continue to be required to complete six hours of laboratory science. In terms of personal and career confidence, Student Survey data indicates 76% of respondents felt they have attained somewhat improved to very improved ability to plan and pursue personal goals, while 79% reported a somewhat or very improved level of general self-confidence. These improvements are echoed in student responses on the College Student Inventory.

Results indicate that:

- required courses at USCL emphasizing communication and analytical skills must continue their intensive focus in those areas.

- a discussion should begin on the advisability of more formally tracking skill attainment in use of technology for all students completing the General Education curriculum.

- while a 76% rate of improved self-confidence may be satisfactory, additional discussions on helping students attain further autonomy and self-confidence should take place in the context of both current advising practices and course embedded activities which specifically support the acquisition of these skills.

2. Majors or Concentrations

This component was last submitted to the Commission on Higher Education in July, 1995. Based on USC Lancaster's schedule of reporting, a report for this component will be submitted next to the Commission on Higher Education in July, 1999.

3. Performance of Professional Program Graduates on Licensing and Certification Exams

The overall purpose of the York Technical College/USC Lancaster A.D. Nursing Program is to "assist the student to develop the intellectual and technical competence necessary to function as a safe technical nurse practitioner in giving general nursing care to patients in hospitals and comparable health agencies." The A.D. Nursing Program meshes with the purposes of the two parent institutions. All three purposes address the preparation of a graduate with marketable competence to achieve a career goal. The purpose of York Tech the nursing program agrees with the technical nature of the program, while a shared commonality between the two institutions is the emphasis upon the intellectual component of the nursing program.

Assessment includes tracking graduates' employment rates; maintaining passage rates above the state and national rates; and employer surveys to measure professional performance.

Assessment indicates that ninety percent or more of graduates are currently employed in nursing. **Passage rates continue to remain above both state and national averages; in 1995 students achieved a 100% rate of passage on the licensing exam. Employers also indicate that graduates of the program are functioning at or above a 90% competency level.**

Results indicate that:

- the present program is highly successful.

- the full nursing faculty should continue to assess the program annually.

Note: As part of the re-accreditation process (not as a result of program inadequacies), formal changes are currently being made in the nursing program curriculum. These changes will be reported on in next year's report provided the curriculum changes have been fully implemented.

4. Reports of Program Changes that have Occurred as a result of External Program Evaluation

No report is necessary.

5. Academic Advising

This component was last submitted to the Commission on Higher Education in July, 1995. Based on USC Lancaster's schedule of reporting, a report for this component will be submitted next to the Commission on Higher Education in July, 1997.

6. Entry-Level Placement and Developmental Education

USC Lancaster strives to make higher education accessible to those in the Lancaster area. This is achieved through careful assessment and correct placement of entering students (freshmen and transfer). For under-prepared students who wish to pursue university study, special developmental courses (English 100 and Math 100) are offered; in addition, support services are provided including out of class tutoring in the USC Lancaster Academic Success Center.

Transcripts, standardized test scores, and results of USC Lancaster's placement tests combine to provide advisors, faculty, and students with specific data in order to assess the level at which students are prepared to enter the curriculum. In addition, an internal tracking system within individual departments provides assessment data on student success rates in moving from developmental courses to core curriculum courses.

Internal (departmental) data indicates that for those students who successfully completed Math 100 in the past year and went on to complete Math 111, 40% achieved a grade of 'C' or better. For those who completed English 100 and went on to complete English 101, 85% went on to achieve a grade of 'C' or better.

Results indicate that:

- in the weekly meetings which have been initiated by the Academic Dean and which bring together the Dean and all department chairs, discussion must continue on program improvement, particularly in Math. Such planning sessions have already begun and more detailed plans should be ready to be outlined here in next year's report.

7. Success of Entering Students in Meeting College or University Admissions Requirements

This is not applicable to our institutional type.

8. Achievement of Students Transferring From Two-Year to Four-Year Institutions

This component was last submitted to the Commission on Higher Education in July, 1995. Based on USC Lancaster's schedule of reporting, a report for this component will be submitted next to the Commission on Higher Education in July, 1998.

9. Analyses of Undergraduate Retention and Attrition

The USC System Office of Institutional Analysis and Research assembles retention data for first-time, full-time degree-seeking freshmen students at the system campuses. Through this system, USC Lancaster is able to examine one year retention rates as well as long-term retention and graduation rates within the USC system only.

With a goal of achieving a 70% retention rate by the year 2001, USC Lancaster uses this data to monitor progress toward that achievement.

Assessment findings indicate that a retention rate of 67.1% at USCL for full time freshmen was attained last year.

The three-year graduation rate for the 1988 and 1989 cohorts (USCL last reported on the 1986-7 cohorts) was 62.2% (1988) and 58.6% (1989).

Results indicate that

- **USCL's new retention efforts are bringing the institution closer to its goal of 70% retention by the year 2001.** Progress will continue to be monitored, however, and initiatives put in place by USCL's Director of Enrollment Management and Academic Dean will continue.

- the restructured Advising Committee should continue its new efforts to improve advising practices which impact retention.

- although the data on three year graduation rates does not track students who leave the USC system to graduate from other institutions in South Carolina or other states (and so in incomplete), and although the rate of graduation is over 50%, the restructured Advising Committee will continue to explore ways in which to improve the rate of graduation through improved advising practices.

10. Minority Student and Faculty Access and Equity

Minority Undergraduate Enrollment and Minority Undergraduate Degrees Earned

Category	1991*			1995		
	African-American #	Total #	African-American %	African-American #	Total #	African-American %
A. Enrollment 1. Number and Percentage of African-American Undergraduate Students	105	1,039	10.1%	185	1,152	16.1%
B. Degrees Earned 1. Number and Percentage of African-American Associate Degree Recipients	16	131	12.0%	12	120	10.0%

* 1992 data not readily available.

11. Academic Performance of Student Athletes

This component is not applicable to our institutional type.

12. Student Development and Student Services

The overall purpose of student development is to help students develop a spirit of curiosity, integrity and confidence in planning and pursuing academic, career and personal goals. USC Lancaster provides a variety of student development activities and services including orientation; academic, career and personal counseling; student activities; and health fitness and recreation activities and services. Students should be assisted in developing the ability to plan and pursue personal goals, in developing increased

levels of self-confidence, and in developing social skills including the ability to work with and relate to others and to appreciate others of diverse backgrounds and cultures.

Assessment methods include Continuing Student Survey data and Counseling Center data.

Assessment data from the Fall Continuing Student Survey indicates **76% of respondents felt they have acquired somewhat to very improved ability to pursue goals; 79% of student respondents felt they have somewhat to very increased levels of self-confidence; 67% of students felt they have somewhat to very improved ability to relate to and appreciate others of diverse backgrounds; 70% recorded improved ability to work with others in a group to solve problems or complete a project.** Counseling Center data supports these findings through comparative data from students who have completed at least three semesters: after three semesters, sociability increased from 53.1 to 58.2 percentile while openness to new ideas increased from 52.7 to 63.3 percentile.

Results indicate that

• USCL's academic programs, student support services, and non-academic programs are instrumental in improving student levels of self-confidence, inner-directedness, and socialization.

• however, data indicates that improvement is still possible. A more detailed survey instrument designed to uncover specific aspects of the higher education experience at USCL that are most instrumental in improving levels of self-confidence and socialization should be utilized, so that further opportunities to strengthen these areas can be formally embedded in the General Education experience of USCL students.

13. Library Resources and Services

USC Lancaster's Medford Library is a vital focal point for the academic life of the institution providing support for all academic programs through its holdings, its federal depository collection, interlibrary loan services, and related information support functions. The Library should provide the quantity and types of library materials necessary to support USC Lancaster's instructional mission; should have materials made accessible by controlling them bibliographically, organizing them into collections, and maintaining means of access to them; should support independent, regular use of library collections, technology, and other library resources; should maintain an organizational structure and operation conducive to the effective pursuit of the Library's mission; and should maintain status as a Federal Depository.

Assessment methods include utilizing American College and Research Library standards; use of outside consultants (space utilization report, 1995); Continuing Student Survey data; annual internal assessment efforts directed by the Head Librarian; and Federal inspection of the Depository collection.

Assessment data indicates that Medford Library rates below ACRL standards in percent of institutional budget and staffing; overcrowding is now critical and collections should be expanded to the second floor of the building; **69% of students feel they have improved or highly improved their ability to utilize library**

resources; and library staff members have appropriate job descriptions for maintaining the current level and quality of service.

Results indicate that:

- despite under-funding and overcrowding, Medford Library has continued to provide satisfactory service.

- enhanced funding is critical. This is being addressed through **enhanced funding that began in April 96. A larger budget (double that of 1995) has been approved for fiscal 96-7.**

- planning must continue for moving to the second floor. This has begun; **the library will take over the second floor of Medford as soon as USCL's new classroom building is completed (construction will begin in spring of 97).**

- The first federal inspection is due to take place in June, 1996; data will not be available in time for this report.

14. Administrative and Financial Processes and Performances

This component was last submitted to the Commission on Higher Education in July, 1994. Based on USC Lancaster's schedule of reporting, a report for this component will be submitted next to the Commission on Higher Education in July, 1997.

15. Facilities

This component was last submitted to the Commission on Higher Education in July, 1994. Based on USC Lancaster's schedule of reporting, a report for this component will be submitted next to the Commission on Higher Education in July, 1998.

16. Public Service

This component was last submitted to the Commission on Higher Education in July, 1995. Based on USC Lancaster's schedule of reporting, a report for this component will be submitted next to the Commission on Higher Education in July, 1999.

17. Research

This component is not applicable to our institutional type.

UNIVERSITY OF SOUTH CAROLINA - SALKEHATCHIE

Introduction

This summary report includes assessment results for the following components:

- **General Education**
- **Entry-Level Skills and Developmental Education**
- **Analysis of Undergraduate Retention and Attrition**
- **Procedures for Student Development**
- **Library Resources and Services**

The following remaining components will be submitted to the Commission on Higher Education by the date annotated: Academic Advising (July 1997), Achievement of Students Transferring from Two Year to Four Year Institutions (July 1998), Administrative and Financial Processes and Performance (July 1997), Facilities (July 1998), and Public Service (July 1999).

The Commission on Higher Education is responsible for the following components: Success of Entering Students in Meeting College or University Admissions Standards, and Minority Student and Faculty Access and Equity.

The following components do not apply to our institution: Majors or Concentrations, Performance on Licensing and Certification Exams, Reports of Program Changes as a Result of External Program Evaluations, Academic Performance of Student Athletes, and Research.

1. General Education

General education is a crucial part of the curriculum at USC-Salkehatchie. It is defined as a set of skills and a collection of knowledge in different content areas; the institution insures that students develop those skills and gain that knowledge through taking courses in its required core curriculum.

Indicators:
USC-Salkehatchie uses numerous indicators to assess general education, including current student and alumni satisfaction with their general education experience, comparison of predicted and actual grade point ratios, the performance of Salkehatchie students after they move to another institution, and the evidence of student writing and critical thinking skills on essays written for sophomore-level and above courses.

Assessment Methods:
USC-Salkehatchie annually surveys its students and every two years surveys alumni. Among the items on both surveys are questions related to general education. The campus Office of Institutional Research annually prepares studies of predicted versus actual grade point ratios. Columbia regularly provides data showing how Salkehatchie students perform after moving to another USC Campus, which are studied to assess general education. Finally, the Salkehatchie Assessment Committee analyzes the level of writing and critical thinking skills in essays written for courses taken by students who are sophomores or above.

Assessment Results:

USC-Salkehatchie assessment of general education is multi-faceted. Since a primary mission of the institution is to provide the first two years of a four-year degree, we see much of what we do as related to the fulfillment of our general education mission.

The annual student satisfaction survey has several items related to general education. Students seem generally satisfied with their experience, as the following sample results for the last three years indicate:

	1994	1995	1996
I am satisfied with the extent of my intellectual development since enrolling in this university.	85%	72%	85%
My academic experience at this university has had a positive influence on my intellectual growth and interest in ideas.	83%	70%	74%
Most of my courses this year have been intellectually stimulating.	76%	65%	73%

The increase in satisfaction this year should be noted, an increase also evident in the sections of this report on library and student development.

The survey administered in 1995 to alumni who graduated in 1991-1992 shows an extremely high level of satisfaction with general education at USC-Salkehatchie. The following percentages were satisfied or very satisfied: general education program (89%), general education instruction (89%), overall academic experience (93%).

As for studies of predicted versus actual grade point ratio, students generally continue to do much better than predicted. We see this data as reflective of student performance in general education core courses. More than 60% of our 1995-96 students do better than they are predicted to perform. This is remarkable, considering we serve predominantly non-traditional, first generation students, and the SAT levels of our students are generally low.

Periodically the institution reports separately on transfer student achievement. However, since much of what students take with us is general education, how students perform later indicates their preparation in general education at Salkehatchie. Assessment of student performance when they move to a senior USC campus reveals that they make very good progress, especially remarkable since only 35% of those moving to Columbia and 8% of those moving to Aiken originally met those Campuses' admission eligibility requirements.

Summary results include the following. With regard to progress to upper class status, by Spring 1994 86.5% of Salkehatchie students enrolled in Spring 1992 and moving to USC Columbia had attained junior or senior status, while 80.8% of those moving to Aiken had attained that status. As for aggregate GPR by Spring 1994, those students moving to Columbia had attained a GPR of approximately 2.74, while those moving to Aiken had a GPR of approximately 2.71. Thus we believe that their general education experience at USC-Salkehatchie prepares students well to succeed in their baccalaureate work.

The institution's Assessment Committee evaluated essays submitted to several Fall 1995 classes taken by sophomores and above. The courses were in business, English, psychology, and sociology. Writing and critical thinking skills were assessed on a 5 point scale (5-outstanding, to 1-inadequate). Average writing scores for the 50 essays reviewed were 3.6, and average critical thinking scores were 3.8. Thus students in these courses show generally effective writing and critical thinking skills, two skills our general education curriculum is designed to enhance.

Use of Assessment Findings:
USC-Salkehatchie is generally very satisfied with the above assessment results. Student satisfaction with their general education experience has improved recently, a result of continued and renewed emphasis at faculty meetings and across the institution on our general education mission, on quality teaching, and on writing and critical thinking skills. Improved satisfaction in library services, included elsewhere in this report, also reflects fulfillment of our general education mission.

We will continue to emphasize general education as a prime focus of the mission of USC-Salkehatchie.

2. Majors or Concentrations

This component is not applicable to our institutional type.

3. Performance of Professional Program Graduates on Licensing and Certification Exams

This component is not applicable to our institutional type.

4. Reports of Program Changes that have Occurred as a Result of External Program Evaluation

This component is not applicable to our institutional type.

5. Academic Advising

This component was last submitted to the Commission on Higher Education in July 1995. Based on the institution's schedule of reporting, a report for this component will be submitted next to the Commission on Higher Education in July 1997.

6. Entry-Level Skills and Developmental Education

Entry-level skills are defined as skills in reading, writing, and mathematics necessary for students to succeed in college. Students who are identified by placement testing as not ready for college work are placed in developmental courses to enhance their skills. Since a significant number of Salkehatchie students need work in these areas, developmental education receives a great deal of attention at the institution.

Indicators:
Key indicators in developmental education include course placement rates, gains students make in the courses, performance of students in follow-up courses, and retention rates of developmental students. In addition, we determine through survey student satisfaction with our Academic Success Centers, where developmental edcuation occurs.

Assessment Methods:
For placement, the ASSET test is used in reading (UCAM 120) and English (ENGL 100), and a local test is used for mathematics (MATH 100). Referral rates are compiled and monitored. Another

version of these tests is given at the end of the courses to measure gains in skills. English and math students' progress is tracked in the next English or quantitative course; for reading, students' cummulative GPR is tracked. Retention of developmental students is monitored and surveys measure satisfaction with developmental education.

Assessment Results:
Placement rates for developmental courses were as follows for fall, 1995: 25.6% for English, 63.2% for math, and 33.4% for reading. The rates have remained stable in recent years, with a slight decrease this past year in English, and slight increases in math and reading. Post-test gains continue to increase: an increase of 4.42 out of 36 items in English, an increase of 11 out of 30 items in math (compared with an increase of 6.77 the previous year), and an increase of 3.60 out of 24 items in reading. In addition, the upward trend in students exiting these courses has continued.

As for the performance of developmental students in subsequent courses, 55% of the students enrolled in ENGL 100 passed ENGL 101, with one-third of them making the same or higher grade (a slight decrease over the previous year). A total of 65.4% of MATH 100 students passed the next math or other quantitative course, with 67% of them getting the same or a higher grade. We continue to have more than half of our developmental reading students earning a cumulative GPR of 2.0 or better.

We are pleased to note that our retention rate for developmental students from fall to fall increased this past year to 55% from the previous year's 34%. This year's rate compares favorably to the average rate of 47% over the ten years since our developmental program was improved through Title III in 1987.

Our general student satisfaction survey measures student satisfaction with our Academic Success Centers in Allendale and Walterboro, where much developmental instruction occurs. We are pleased to note a satisfaction rate of 78%, up significantly over 65% and 68% rates of the previous two years. We attribute the increased satisfaction to improved staffing and improved materials available.

Use of Assessment Findings:
Developmental education is one of the most important aspects of the curriculum of USC-Salkehatchie, and a great deal of effort is expended in studying the results. Recent improvements in the gains particularly in math but also in English and reading are a result of our assessment, as are the increased satisfaction of students in developmental education and our increased retention of these students. We would like our success rates to be higher and will continue to target this area for study and action. Math remains an area of study by our math faculty, with more modification possible.

7. Success of Entering Students in Meeting College or University Admissions Standards

This component is not applicable to our institutional type.

8. Achievement of Students Transferring form Two-Year to Four-Year Institutions

This component was last submitted to the Commission on Higher Education in July 1995. Based on the institution's schedule of reporting, a report for this component will be submitted next to the Commission on Higher Education in July 1998.

9. Analysis of Undergraduate Retention and Attrition

Retention of students is defined as their persistence at the institution semester to semester and year to year. Attrition is defined as their dropping or stopping out of higher education. The USC-Salkehatchie student body has a high proportion of non-traditional, part-time, first-generation college students. Since the student body is so fluid (with a wide variety of kinds of students, student desires, and educational objectives), the issue of retention is complicated. The institution views retention in the broadest sense as a University of South Carolina issue, so students who leave Salkehatchie to continue baccalaureate work at another USC institution are viewed as retained in the University.

Indicators:

Among the most important indicators of retention are fall-to-fall and fall-to-spring rates of retention on the campus. Rates of associate degree attainment and persistence toward a baccalaureate degree at another USC Campus are also studied. Since developmental students are so important (see section 6 of this report), their retention is also monitored.

Assessment Methods:

For every group and time frame, the retention rate is the descriptive statistical measure. Periodically, in order to assess trends this indicator is correlated with other measures, including SAT scores, economic data, student satisfaction levels, and ultimate educational goals.

Assessment Results:

The fall-to-fall retention rate of students returning in the fall of 1995 was 38%, a welcome reversal of a two year decline in this indicator. The fall 1995 rate again reached the average rate for the previous six years. The previous decline is explained primarily by economic trends in the area. On the other hand, the spring 1996 retention rate from the previous fall was 65%, the lowest spring retention rate in a decade. Possible reasons for decline include: an improved economy, the fall 1995 class having the lowest average SAT score in years, and uncertainties in our area caused by the legislative study of higher education.

The fall-to-fall retention rate of developmental students increased this past year to 55% from the previous year's rate of 34%, though the fall-to-spring rate for students who began in fall 1995 decreased to 73.3% from the previous year's rate of 85%. It is significant to note that the retention rates for these students are higher than for the student body as a whole. This disparity is in part a result of a trend toward more students attending Salkehatchie for a semester or a year at a lower cost and to be close to home before moving to a baccalaureate institution.

The rates at which students who begin their education at USC-Salkehatchie attain associate degrees and persist within the greater University are also tracked. We have noted a significant increase in the last several years in the number of students attaining associate degrees, from 69 during the 1992-93 year to 110 during 1995-96, with an historic high of 121 during the 1993-94 year. Students continue to persist toward the junior and senior years at a good rate, with roughly 30% in the junior year and 20% in the senior year. Looking at a cohort who changed campuses within the University between 1985 and 1990, we note that 59% of them had attained a baccalaureate degree within four academic years. Thus USC-Salkehatchie is fulfilling its goals of providing associate degrees and providing access to USC baccalaureate degrees.

Use of Assessment Findings:

USC-Salkehatchie studies the results of the activities described above to assess how well we are serving our students. Changes made in developmental education, a result of earlier assessment activities, have led to improved retention of that cohort of students. Retention rates have fluctuated over the last several years, sometimes affected by factors outside institutional control (i.e. economic).

The institution is reemphasizing retention strategies, including career and personal counseling services. It is anticipated that the increased student satisfaction rates this year, noted at various points in this report, will lead to improved retention in the future. We are satisfied with recent associate degree graduation rates and rates of persistence toward the baccalaureate degree, remarkable especially considering the nature of the area served by the institution.

The monitoring of retention rates is part of a broad based campus-wide assessment of our activities and services.

10. Minority Student and Faculty Access and Equity

Minority Undergraduate Enrollment and Minority Undergraduate Degrees Earned

Category	1992			1995		
	African-American #	Total #	African-American %	African-American #	Total #	African-American %
A. Enrollment 1. Number and Percentage of African-American Undergraduate Students	373	1006	37.1%	326	893	36.5%
B. Degrees Earned 1. Number and Percentage of African-American Associate Degree Recipients	43	105	40.9%	25	88	28.4%

11. Academic Performance of Student Athletes

This component is not applicable to our institutional type.

12. Procedures for Student Development

In addition to providing students the opportunity for intellectual growth through participation in the institution's academic program, USC-Salkehatchie is committed to the personal and social development of its students. The institution provides various kinds of student services, cultural opportunities and student activities in support of that goal.

Indicators:
Key indicators of success in this area are student assessment through survey of various aspects of the Salkehatchie experience, including peer group interaction, interaction with faculty, their satisfaction with support services related to personal development, and their own perception of their personal growth. Additionally, graduates are surveyed periodically concerning their assessment from a later perspective of how the institution contributed to their personal growth and their participation in community activities.

Assessment Methods:
An annual student satisfaction survey is administered each spring to current students to assess student development as well as many other factors. The biennial alumni survey also provides information concerning the institution's impact on student development.

Assessment Results:
While alumni surveys can provide information on longterm impact on student development, the annually administered student satisfaction survey enables us to assess more closely student perceptions concerning their own development. Levels of satisfaction with certain aspects of their personal development decreased from 1993 to 1995, but we are pleased to note a sharp increase in satisfaction levels in 1996. Among areas related to peer group interactions, the following sample results were found:

	1994	1995	1996
Student friendships developed being personally satisfying	83%	69%	83%
Interpersonal relationships with other students have had a positive influence on personal growth, attitudes, and values.	67%	56%	75%

This survey also measured satisfaction concerning non-classroom interaction with faculty, which can also contribute to student growth. The following satisfaction levels were found:

	1994	1995	1996
Non-classroom interactions with faculty have had a positive influence on my personal growth, values, and attitudes.	71%	61%	68%
Satisfaction with the opportunities to meet and interact informally with faculty members.	82%	73%	79%

	1994	1995	1996
More likelihood of attending a cultural event (concert, lecture or art show) now than before coming to this university.	50%	42%	62%

Additionally, this survey measured satisfaction with a wide variety of student support services which affect personal development. In 1996, satisfaction levels increased sharply in all areas. An area of concern the last time this component was reported on was counseling. We note that satisfaction with career and personal counseling increased from 49% to 59% and from 50% to 61% respectively from 1995 to 1996, a direct result of institutional intervention and action.

The survey administered in 1995 to alumni who graduated in 1991-92 measures alumni participation in various personal growth activities. Those who participated at least monthly are noted as follows: lifelong learning/personal enrichment studies (38%), professional service organization (23%), volunteer or community service (30%), social/recreational organization (42%), support of the arts

(8%). Their college experience influenced at least moderately the participation of 54% of respondents in these activities. Finally, 74% of them report having voted in all or most elections.

Use of Assessment Findings:
USC-Salkehatchie is generally satisfied with the above results, especially the sharp improvements in student satisfaction found this year. Those improvements are the result of strategies developed in response to assessment results. For example, improvements in both personal and career counseling through the presence of part-time counselors at both campus sites were a result of prior assessment. Further, an increase in the number of cultural events led to increased student development in that area.

13. Library Resources and Services

The Learning Resources Centers (LRC) in Allendale and Walterboro are integral components of the learning environment at USC- Salkehatchie. They provide a full range of book, periodical, bibliographic and technological resources for student, faculty, and community use through their own services and through access to University of South Carolina holdings.

Indicators:
Key indicators of success include collection numbers and growth, number and type of transactions, growth in learning-related technology, amount of computer use, satisfaction in reference and other library services, and amount of use of various library services.

Assessment Methods:
The LRC staff in Allendale and Walterboro measure the success of library services through surveys of patrons and gathering and monitoring data regarding collection growth, number of transactions, and use of various library services.

Assessment Results:
A particular highlight of the last few years was the relocation in 1992 of the Walterboro LRC from a room in the classroom building to a newly renovated 6,000 square foot building. The collection in Walterboro has grown since that time from 6,380 books to 9,364 books. The total collection for the institution has grown in the same time from 38,792 volumes to 40,375 (It should be noted that some decrease in collection numbers occurred in 1993-94 as a result of a barcoding cleanup project).

In terms of number of transactions, circulation increased from 5,716 in 1991-92 to 8,503 in 1994-95. Interlibrary loans increased from 1,559 to 1,727 in the same period, and library users increased only slightly, from 43,100 to 43,200.

A particular recent emphasis has been on increasing access to resources through technology. In 1992 the Allendale LRC had one public access online terminal and one CD-ROM terminal, while in 1995 24 computer terminals were available for student use providing access to Internet and other information sources. In 1992 the Walterboro LRC had one public access online terminal, while in 1995 10 computer terminals were available for student use. Thus patrons now have increased access to online bibliographic databases, e-mail, and Internet resources.

While at present it is impossible to provide accurate usage statistics on these terminals, it is estimated that our Netscape based Internet browsers have an 80% to 90% use rate during the entire day. Public access terminal use has increased from 400 in 1992 to 13,000 in 1993 to 14,200 in 1995. Particularly notable is the doubling of use in Walterboro between 1993 and 1995.

Student satisfaction with library services remains high. It increased from 73% in 1992 to 88% in 1996. In Walterboro satisfaction increased from 73% to 84% from 1994 to 1996. We attribute these increases particularly to additions to the collection in Walterboro and to increased technological resources at both campus sites. Satisfaction rates of particular library function include: helpfulness of staff (90%), overall reference services (88%), seeking books/periodicals (72%), satisfaction with information received in response to questions (82%).

Use of Assessment Findings:
In general, we are satisfied with the increases in services provided and the above assessment results. Two areas of concern remain. One is the extending of Internet capabilities to our Walterboro site, and the other is continuing to increase our collection at both sites. With the likelihood of continued tight operating budgets, the campus is looking to external funding sources to help support these activities. Thus the campus seeks to expand both its own holdings and access to other sources of information.

14. Administrative and Financial Processes and Performance

This component was last submitted to the Commission on Higher Education in July 1994. Based on the institution's schedule of reporting, a report for this component will be submitted next to the Commission on Higher Education in July 1997.

15. Facilities

This component was last submitted to the Commission on Higher Education in July 1994. Based on the institution's schedule of reporting, a report for this component will be submitted next to the Commission on Higher Education in July 1998.

16. Public Service

This component was last submitted to the Commission on Higher Education in July 1995. Based on the institution's schedule of reporting, a report for this component will be submitted next to the Commission on Higher Education in July 1999.

17. Research

This component is not applicable to our institutional type.

UNIVERSITY OF SOUTH CAROLINA - SPARTANBURG

Introduction

It is an exciting time to be at USC-Spartanburg! The University has positioned itself to become one of the leading metropolitan universities in the Southeast. Students, faculty and staff, and the broader Upstate community are quickly recognizing the improvements at USC-Spartanburg and its transformation into a quality institution. Performance on professional examinations and certifications continues to remain strong; graduation and retention rates have improved tremendously from earlier years; more and more graduates are pursuing graduate work; solid articulations agreements have been implemented with area technical schools; linkages from classroom theories to professional applications are being forged with proactive internship programs; sound stewardship of financial and human resources has been employed in all University functions; and positive community relations and an expanding University development program have seen leaps to higher levels. *In short, the University is not embracing business as usual. . . . we are seeking to further challenge ourselves.*

This summary report includes assessment results and outcomes for the following components:

- General Education
- Majors or Concentrations
    - *Chemistry* *Computer Science*
    - *Mathematics* *Nursing*
- Performance of Professional Program Graduates on Licensing and Certification Exams
- Entry-Level Skills and Developmental Education
- Analysis of Undergraduate Retention and Attrition
- Academic Performance of Student Athletes
- Library Resources and Services
- Administrative and Financial Processes and Performance
    - *Audiovisual Services* *Computer Services* *Health Services*
    - *Multicultural Services* *University Police*

The remaining components will be reported as follows:

- Reports of Program Changes That Have Occurred As a Result of External Program Evaluations (CHE)
- Academic Advising (1997)
- Success of Entering Students in Meeting College or University Admissions Standards (CHE)
- Achievement of Students Transferring from Two to Four Institutions (Not Applicable to Institution)
- Minority Student and Faculty Access and Equity (CHE)
- Procedures for Student Development (1997)
- Facilities (1997)
- Public Service (1998)
- Research (1998)

1. General Education

Under direction from the University's planning body, the Quality Reinvestment Committee (QRC), general education requirements in light of the new mission statement are currently being evaluated and revised for implementation starting in September of 1997. General education will emphasize communication and quantitative competence; knowledge of natural and social environments; appreciation of language, literature, and the arts; awareness of history, values and diverse cultures; understanding of changing technologies; and personal responsibility for life-long learning and physical well-being.

An assessment framework for this new general education description has yet to be developed. Previously, general education has been assessed using portfolio analysis and departmental tests. Future assessment techniques may incorporate these as well as other instruments such as the Employers Survey. Nevertheless, it is safe to assume that the assessment results below from the old general education definition (to provide a broadly based educational foundation upon which an area of specialization may be developed) will partially influence the measures eventually adopted.

Portfolio Analysis: The students for the portfolio were drawn from a stratified random sample of those students with 36 semester hours credit in three semesters and those with 12 credit hours in one semester. In all the sample consisted of 48 files.

- Eighty-four percent (84%) of the files that contained sufficient evidence for assessment met or exceeded minimum expectations for the writing sample. There was no attempt, however, to evaluate the spoken word or the ability to read effectively.
- Only 48% met or exceeded the minimum expectations of demonstrating knowledge of their social environment. The term "social environment" has often been labeled as ambiguous and difficult to assess. This issue needs to be addressed in the new requirements.
- More than half (56%) of the files that contained sufficient evidence for assessment met or exceeded minimum expectations for the ability to discuss and evaluate important works of literature, visual arts and performing arts. Most of the files (67%), however, did not have enough evidence to begin to assess this criteria.

Departmental Test: Mathematics faculty administered a group of ten (10) multiple choice questions to all sections of the final exam for SMATH 120 and 121 to assess mathematical reasoning to solve quantitative problems. Students average correct answers 66% of the time.

For assessment of knowledge of the natural environment, the Division of Natural Sciences developed local tests specific to the needs of individual areas within the Division. The majority of students (averaging 71%) were able to demonstrate this objective.

Another goal of general education was that the graduates be able to explain the basic methods, contributions, limitations, and effects of science and technology. Again each unit, including Computer Science, generated tests that were specific to their needs. The following percentages of students appear to have mastered this goal: Computer Science - 90%, Biology - 75%, Geology - 80%, Physics - 53%, and Chemistry - no report.

The above goals may or may not be reflected in the new general education structure. Again, assessment results have not initiated the redesign of general education requirements: the new mission is the catalyst. However, lessons learned from previous assessments of the old requirements will certainly filter into the new requirements and assessment techniques. Any specific actions or modifications to the new structure resulting from assessment will be reported in 1999.

2. Majors or Concentration

As a result of the new mission of the University, all majors, like general education, have revised their plans to reflect the new University objectives. Assessment measures will be applied to these new plans beginning in the Fall 1996, and the findings will be reported in the Institutional Effectiveness Summary for 1997. Presently for this report, the following majors have used the corresponding assessment instruments:

Majors					
Assessment Instruments	***Chemistry***	***Computer Science***	***Mathematics***	***BSN Nursing***	***ADN Nursing***
Alumni Survey	X	X	X	X	X
Graduating Seniors Survey	X	X	X	X	X
Capstone Course	X	X	X	X	
Exit Interviews	X	X	X	X	X
Oral Reports	X	X	X		
Portfolios			X		
National Exam		X	X	X	X
Local Exam	X		X		
Employer Survey				X	X
Senior Project	X	X	X	X	
Course-embedded	X	X	X	X	X
Student Evaluation Forms	X	X	X	X	X
Self Assessment Procedures			X		

Chemistry

Despite the low enrollment in the Chemistry program, the students who take most of their course work at USCS are performing at average to excellent levels and are adequately prepared in the field. To augment the learning process, faculty have initiated computer based lecture presentations in the classrooms. Students are able to see molecular modeling and other graphic presentations. No assessment has yet to be conducted to quantify the value-added of this system, but student reactions have been extremely positive.

As a result of the Chemistry Major Program Review for CHE, it has been recognized the need to initiate a chemistry major recruitment process and a chemistry graduate regional job opportunities analysis. The program is targeting from 5 to 10 students in each year of the major. Recruiting activities (including presentations at local high schools) will be initiated during the 1996-97 academic year and may incorporate some senior students' interactions via senior seminar. Analysis of the regional market for chemist will begin in the spring of 1997.

Computer Science

The mean test score earned by six students on the ETS Major Field Test in Computer Science was 147.8. This put the institutional percentage at 49. The Computer Science Faculty was pleased that the mean approach the middle of national averages, and no curriculum changes have been proposed. Presently, seventy-five percent (75%) of the graduating seniors are pleased with the course content.

Each senior seminar student authors a computer program of significant size to show their programming ability. Generally, students have done extremely well, and the majority of students (89%) are "very satisfied/satisfied" with the instruction in the major (1995-96 Graduating Seniors Opinion Survey).

Other measures have been implemented to better prepare students for future occupations, since almost a fifth (19%) of the student are "dissatisfied/very dissatisfied" with the preparation. More advanced computers have been installed and reserved specifically for Computer Science majors in the computer labs. This enables the students to conduct more advanced programming and to train on software and hardware that are found in industry applications. Additionally, senior seminar topics have been arranged around "hot" areas in industry, and a more comprehensive internship program is being explored.

Mathematics
The results of the Major Field Test indicate that the curriculum of the mathematics major is effective in developing competency in mathematics as defined by this test in comparison with a wide variety of institutions nationally. An improvement, however, in the AI-1 Calculus section from a USCS percentile ranking of 42.2 can be achieved with a change in the structure of the calculus sequence. Three 4 hours courses will be redesigned into four 3 hour courses allowing for deeper content exposure.

In senior exit interviews, students perceived the mathematics degree requirements contain more computer science courses than necessary as compared to other mathematics programs at other institutions. Therefore another curriculum change will include the revision of degree requirements so that each mathematics major will take a two course sequence of upper level mathematics concentrating in one of the major areas of algebra, statistics or analysis.

Concerning exit interview criticisms of the capstone course, both the topic and approach to the senior seminar will become functions of the particular interests and needs of the students currently enrolled. The flexibility of this design will allow students to survey more of the current mathematical software and explore other areas that may need polishing. Additionally, each senior seminar student will select a three person committee from the mathematics faculty for the purpose of monitoring and evaluating his/her progress during the senior seminar.

Nursing
Both the BSN and the ADN nursing programs of the Mary Black School of Nursing have achieved fantastic results with students passing the National Council Licenser Exam (NCLEX). Over nine out of every ten students have earned their professional license to practice nursing by passing this test. Moreover, about 83% of the graduates are "very satisfied/satisfied" with the instruction in their major, and 76% feel that they have had adequate preparation for their future occupation.

The recent students completing the Graduate Survey have indicated that improvements should be in: 1) demonstrating skillful performance of nursing procedures (e.g. IV's, dressing) and 2) delegating appropriate aspects of nursing care to other health care workers. Additional time to these areas will be channeled into the respective classes. No other significant changes have been proposed to either program.

3. Performance of Professional Program Graduates on Licensing and Certification Exams

USC-Spartanburg is extremely proud of the achievements of the education, nursing and accounting programs. These programs continue to deliver high caliber performances on licensing and certification examinations with students consistently exceeding national and state passing rates. This is a reflection on the quality of instruction in the classroom and the dedication of the students.

- *National Teacher Examinations:* During the 1995-96 academic year, sixty-nine (69) out of 74 students passed the Specialty Area of the NTE test leading to 93% pass rate. This is a significant improvement from the previous year when 88% passed.

- With respect to the Professional Knowledge examination, fifty-two (52) test takers out of 55 passed giving an impressive 95% pass rate. This rate has been maintained for the last two years. Additionally, the same can be said of those students writing to the Assessment of Performance in Teaching (APT) exam. One hundred percent 100% (44 students) successfully completed the exam for the second straight year.

- *National Council Licensure Examination for Registered Nurses (NCLEX-RN):* Both the BSN and ADN nursing students achieved a 92% passing rate on the NLCEX-RN for the 1995-96 academic year. These results continue to surpass national and state averages.

- *Certified Public Accountant Examination:* Three USCS graduates and one student who recently completed CPA course requirements passed all parts of the CPA exam on their first try. Out of the 209 people who took the exam statewide for the first time, only 23 were successful in passing all four parts. This is a tremendous tribute to a relatively small accounting program that has produced 60 CPA's in 20 years.

4. Reports of Program Changes That Have Occurred As A Result of External Program Evaluations

No report is necessary.

5. Academic Advising

This component was reported on last in 1995. Based on the schedule of reporting , it will be reported next in 1997.

6. Entry-Level Skills and Developmental Education

The admission policy at USC-Spartanburg requires all new freshmen and certain transfer students to take placement tests in mathematics, English, and a foreign language prior to being permitted to enroll in college level courses. Those students not passing are required to take the appropriate developmental course before attempting the respective entry-level course. Currently, as of Fall 1996, there are only two developmental courses in which students place: Mathematics 099 (Algebra II) and English 100 (Effective Writing). These courses do not earn credit applicable to graduation.

Despite the fact that the vast majority of first-time freshmen meet the admissions criteria, a relatively high percentage (67%) of those students are required to enroll in at least one developmental course. To further reduce the number of students enrolled in developmental courses, several measures have been examined and implemented:

- *Lab sections were added to sections of English 101 and Math 120/121.* These courses are designed for students with marginal placement tests scores (not high enough for regular English 101/Math 121 but not low enough to be placed in English 100 and/or Math 099). For lab English/math, students receive college credit as in the regular English 101 or Math 120/121 sections. They additionally receive intense sessions (labs) with their instructors to attack any shortcomings. No success indicators, such as academic performance in subsequent courses or improved student morale, are yet available. However, the total number of students in developmental courses will be reduce. Solid indicators should be ready by the 1998 reporting year.

- *Developmental reading courses(SGST 098 & 099) were eliminated.* Some of those courses aspects have been incorporated into English 100 which will focus on reading and writing.

- *SAT scores, specifically verbal scores, were analyzed as possible proxies for placement tests in developmental English.* This would relieve the majority of students, especially the exceptional students, from the frustration of testing during orientation and, at the same time, provide reliable placement information. Nevertheless, it was determined that there is very little correlation between Nelson-Denny results (placement test for English) and SAT verbal scores. The adoption of SAT verbal scores for placement purposes would seriously effect remedial enrollments without additional studies. For the upcoming year, the Nelson-Denny has been abandoned, and the writing sample previously used in conjunction with Nelson-Denny will serve as the placement instrument until further studies can be conducted.

Under recent directions from the Commission on Higher Education, USC-Spartanburg will begin to phase-out developmental education over the next couple of years. Several strategies are under consideration to facilitate this charge. One possible approach is redefining the admissions requirements from an overall high school GPA of 2.0 to a GPA that reflects specific core courses such as English and math. It is hope that this system would filter-out those students that have shown deficiencies in English and math and reduce the number of students not prepared for college level work. Again other approaches are currently being examined and will be reported in next year's summary.

7. Success of Entering Students in Meeting College or University Admissions Standards

Percentage of New Freshmen Who Met All Prerequisites for College Admission

	1993	1994	1995
All Freshmen	98	96	94.2
S. C. Residents	98	96.5	95
Non-Residents	92	85.7	89.3

8. Achievement of Students Transferring from Two to Four Institutions

This component is not applicable to our institutional type.

9. Analysis of Undergraduate Retention and Attrition

USC-Spartanburg is a metropolitan university located in the Greenville-Spartanburg Metropolitan Statistical Area (MSA) with a population of over 900,000. Metropolitan universities differ from non-metropolitan universities in mission, student characteristics, academic needs of its students, and needs of the surrounding communities and industries. Additionally, metropolitan universities are characterized by a higher percentage of part-time enrollment; higher ethnic minority composition; lower SAT scores for entering freshmen; lower fall-to-fall retention of full-time freshmen, and lower graduation rates (Naughter, Wheeless, and Newell, 1993). The characteristics of USC-Spartanburg students are those typical of a metropolitan university in terms of age (average 26) and working status (92% work part to full time) with most students commuting from Spartanburg and adjacent counties (92%). *Therefore the six-year graduation rates (40.0%) of USC-Spartanburg are of a* *typical metropolitan university (median 35%, low 12%, high 72%). In fact, USC-Spartanburg's recent four and six year graduation rates have improved significantly from earlier years. Nevertheless, the work continues...*

In the spring of 1996, USC-Spartanburg conducted a phone survey of those students that withdrew during the semester. Of the 46 students responding, the following conclusions can be drawn:

- **The majority (83%) of reasons for leaving USCS are not university related.** These students cite issues of a personal (family responsibilities, illness, etc) or job related nature.
- The other students (17%) express that scheduling conflicts, course loads, and other university areas have contributed to their decision to leave.

To better track the reasons of students attrition, the withdrawal forms are being redesigned to capture this information on a semester basis. It is hoped that with this information, the University may be able to advert instantly a small percentage of students committed to leaving and, in the future, impact a much larger proportion of the students with proactive systems to improve overall retention, Some of the systems are already implemented such as the Math lab which offers academic support to those students with deficiencies in mathematics. Some of the systems currently being examined focus on the mechanics of the advisement-registration-payment process and other interfaces outside the classrooms such as expanded evening and weekend schedules. It is believed that over the long-term, the commitment to a "user friendly" campus and "customer-first " (student) approach will attract and retain quality students.

10. Minority Student and Faculty Access and Equity

Minority Undergraduate Enrollment and Minority Undergraduate Degrees Earned

Category	1992			1995		
	African-American #	Total #	African-American %	African-American #	Total #	African-American %
A. Enrollment						
1. Number and Percentage of African-American Undergraduate Students	353	3,529	9.9%	457	3,254	14.0%
B. Degrees Earned						
1. Number and Percentage of African-American Associate Degree Recipients	N/A	N/A	N/A	3	41	7.3%
2. Number and Percentage of African-American Bachelors Degree Recipients	37	507	7.3%	45	517	8.7%

11. Academic Performance of Student Athletes

Beyond the performance on the courts, student-athletes' performance in the classrooms continues to be of paramount importance. Two measures that are used to assess the athletes' academic progress are semester grade-point averages and graduation rates in comparison to the general student body. Collectively, these measures seem to indicate that the student-athletes are performing similar to the student population as a whole. In the fall of 1995, thirty-five percent (35%) of the student-athletes earned a GPA of 3.0 or higher while 54% of the general student population recorded similar marks. However, six year graduation rates of the student-athletes (46.2%) are higher than that of general students (40.0%). Of the two male student athletes that were recruited for basketball in the Fall of 1989, one has graduated and the other has left the university in good academic standing leading to a 50% graduation rate.

The Athletic Department continues to develop action plans that will assist in maintaining and in some instances, improving the overall academic performance of student-athletes including GPA's. Specifically, the Athletic Department has implemented the following:

- Academic Advising System

  Under the direction of the institution's Faculty Athletic Representative, a faculty advising system has been established to insure that student-athletes receive academic advising consistent with NCAA Regulations (i.e. satisfactory progress). The ultimate goal of this program is to increase graduation and retention rates and to decrease the number of athletes needing summer school credits to maintain athletics eligibility.

- Tutorial Program Funding

  The Athletic Department, in cooperation with the Faculty Athletic Representative, is securing a grant to fund a tutorial assistance that would be directed toward marginal students in hopes of remedying academic difficulty. This program should be ready for implementation in the fall or 1997 with approval of funds.

- Study Tables Requirement

  During the 1995-96 academic year, all ten of the institutions athletic teams required study tables (sessions) for those experiencing academic difficulty. It seems that the value gained from peer mentoring through study sessions contributes greatly to the academic success of the marginal students, since a greater percentage of student-athletes graduate than the general population. The Athletics Department has a commitment to require these study sessions for the upcoming years.

- Academic Progress Reports

  Faculty Members typically forward progress reports to the Athletic Department twice each semester to detect problems early enough to intervene. These reports provide information on class attendance, tests, quizzes, and course average. The reports will be re-formatted for Fall 1997 to make them less time consuming for faculty and improve the faculty participation rate from 80%.

12. Procedures for Student Development

This component was reported on last in 1995. Based on the schedule of reporting , it will be reported next in 1997.

13. Library Resources and Service

The USCS Library promotes the overall mission of the University by serving the curricular information needs of primarily USCS students, faculty and staff, and where possible, the educational needs of the broader community. The effectiveness of the Library depends upon:

- Quantity and quality of the Collection Development, Interlibrary Loan, Library Instruction and Reference work.
- Accessibility to the collection and improvements efforts to all aspects stated above in the Library.

Primarily, the Library employs two instruments, the Library User Survey and the Student Feedback on Library Instruction, to assess the quality of its services. An additional measure is also captured on the Graduating Seniors Opinion Survey which finds that the majority of seniors (79%) are "very satisfied/satisfied" with the overall Library facilities and services.

Library Users Survey: The Library User Survey was administered in the fall and spring to 498 people and yielded a 83% response rate. Of the respondents, 89% were USCS undergraduates and 76% of these respondents rated the book collection as adequate or more than adequate; 78% rated the journal collection as adequate or more than adequate. The Library continues to increase access to these collections by expanding coverage of the online catalog, particularly in the areas of the audiovisuals and periodicals. Furthermore, the Library has added networking capabilities to four of its remaining CD-ROM indexes, allowing three users to access the same database at the same time. Hopefully, these changes will raise the number of students aware of the AV collection from the 49% of the students that are "Not Sure" or "Don't Know" about the collection.

The Interlibrary Loan borrowing activity has remained constant from 1994-95 with only 18% of the students claiming that they have used this service; Interlibrary Loan lending has increase 29% from last year with 2,775 items lent. Eighty-nine percent (89%) of those students using the services, however, found the material borrowed "Somewhat Helpful" or "Very Helpful." To provide more timely delivery of journal articles and possibly increase student participation with the service, the Library's policy of not requesting fax delivery has been changed. The Library will request next and same day fax deliveries for a nominal charge.

The Reference Desk continues to be heavily used despite the need for staffing for Saturday hours. All of the students (100%) had found the help at the desk either "Somewhat Helpful" or "Very Helpful." If resources are made available, Reference Desk operations can be expanded from the 61.5 of the 85.5 hours per week that the Library is open.

Concerning the ambience of the Library, carrels for silent study have been made available on the second floor and a Food/Drink/Noise Policy was written this year. These measures have been adopted to remedy some of the dissatisfaction with the quietness issue in the Library since 27% rated this area as "Less Than Adequate."

Student Feedback on Library Instruction: In addition to staffing the Reference Desk, the Library faculty conduct Library Instruction sessions for various classes and orientations for new faculty members. Some 82% of the student participants in the instruction sessions "Agreed" or "Strongly Agreed" that the sessions were valuable. From a similar item on the Library Users Survey, all but 4% found the sessions "Helpful" or "Very Helpful."

The key to these sessions are the connections the Library has made to the academic majors. For each major, Library Instructions Plans have been devised by one librarian working with the respective faculty in the various majors. The plans enable sessions to be customized for the particular needs of a major. Additionally, all staff, including the reference desk, stay abreast of the resources being taught in each major and the methods for teaching them and can immediately evaluated any impacts of curriculum changes/course proposals on library collections.

The Library will continue to be an integral part of the University mission and will retain representation on major USCS committees: the Quality Reinvestment Committee, Promotion and Tenure, the Senate and Advisory Committee, Assessment Committee, and other committees. The Library itself will drive its processes via a newly adopted mission and a collections policy for Archives. Despite the need for increased funding, these processes will direct the systematic collection of materials to provide an information resource in the history, development and physical growth of the University and the accomplishment of the University's mission.

14. Administrative and Financial Processes and Performance

Tightening budgets have demanded a greater accountability of all University functions and a more productive use of resources associated with those functions. Each office of the University is required to examine its processes, identify its unique contribution to the University, and continuously improve that contribution. Some of the administrative areas can be assessed through student feedback such as in the Alumni Survey or the Graduating Seniors Opinion Survey. Some functions, however, are obscure to students; they know very little, if any, about the particular function of a office and its impact. These type of offices may require assessment efforts of a benchmarking nature and/or employee and external reviews. In the offices reported in this summary, all offices with the possible exception of Audiovisual Services are interfacing with the students on a daily basis.

Audiovisual Services

Audiovisual Services has geared its office to provide multimedia applications in the classroom. One major accomplishment was the renovation of the Tukey Lecture Theatre into a state of the art instructional multimedia facility and train the faculty in its operation. Additionally, the expansion of the campus closed circuit video system into the Campus Life Center has been achieved within budgetary parameters.

More assessment techniques are planned including the surveying of faculty for feedback and benchmarking to other AV programs. As of now and beyond budgetary assessment indicators, some 47% of the students have rated the products of the Audiovisual Services as "very satisfied/satisfied" with a significant proportion (31%) having no opinion.

Computer Services

Computer Services is probably the most dynamic office on the campus and is continuously battling to stay on the technology frontier with limited resources. With over two-thirds of the students using Computer Services, a significant proportion of the faculty and staff, and most of the administration, the extremely small office of four individuals (including a new Information Technology Director coming on board in August of 1996) oversees everything from upgrading hardware and installing a fiber optic network to answer questions about glitches in software.

Over sixty-five percent (65%) of the students are "very satisfied/satisfied" with Computer Services (1995-96 Graduating Seniors Opinion Survey). Many of the faculty and staff have expressed a need for Computer Services to offer formalized training and support for applications software. The new Director will prioritize this need in the Fall.

On one last note, Computer Services has significantly reduced the cycle time for providing course enrollment information during advisement by engineering a system to fax class enrollments rather than printing and mailing hard copies. As a results, advisors have *accurate and timely* information about classes available and those already closed.

Health Services

Despite that the majority (77%) of graduating seniors have reported that they have not used Health Services while attending the University, 60% of those students that have used the services have been "very satisfied/satisfied" with the others responding as "neutral." This data does not capture the fact that Health Services has become proactive over the last two years.

Recently, the Office has been very active in performing routine health appraisals, providing selected diagnostic and therapeutic procedures designed to enhance the holistic development of students, faculty and staff. The number of students receiving these services more than doubled during the past year. The Health Services Client Satisfaction Survey indicates that the majority of students (97.3%) were treated courteously and 98.6% were given adequate care. Immunizations was cited by 76% of the respondents as the greatest benefit to the campus, and 72% would like to see free CPR classes offered. Arrangements are being explored to offer the CPR classes beginning in the fall.

Multicultural Services

The Office of Multicultural, International and Non-traditional Student Services (MINSS) has experienced substantial growth during the 1995-1996 academic year. For example the office has seen an increase in the following areas: student visits; faculty referrals; requests for information on issues regarding multiculturalism and diversity; collaborative programs with clubs and organizations; community requests for workshops and an increase in the number of non-minority students using the services provided by the Office.

One assessment indicator is, by the Office working directly with most of the minority and international students (605 students), 171 students achieved a 3.0 or higher during Fall 1995. These students participate in many of the symposiums offered by the Office like the *Secrets of Success* seminar on how to achieve academic success. These seminars will be continued to be offered in the fall of 1996 as they have been viewed very favorably by the students and faculty.

University Police

The Quality Reinvestment Committee formed a Sexual Assault Task Force and charged that group with conducting an organizational assessment to improve campus safety. The outcome of that group clearly defined the role of the University Police and required University Police to respond accordingly with the accomplishment of the following: 1) install new alarm systems in five major buildings, 2) add five new emergency phones, 3) hire additional officers and provide a total of 909 hours training for all officers, 4) make shift adjustments to provide complete law enforcement services to residents of the Rifle Ridge Apartments, and 5) implement a Cardinal Ticket Track Computer system for parking violations. These changes will hopeful improve the perception of safety on campus as those students "very satisfied/satisfied" with personal security/campus safety has slipped from 71.2% in 1993 to 63.2% in 1995.
The number of actual incidents, on the other hand, has decreased in many areas including a 12% decrease in larceny from 1994-95.

Operational assessment (daily assessment) measures are currently being developed for the University Police, and the results will be reported in 2000. Preliminary strategies include surveying students and faculty for customer satisfaction in specific areas of University Police like police escorts, directing traffic, and responsiveness to calls.

15. Facilities

This component was reported on last in 1994. Based on the schedule of reporting , it will be reported next in 1997.

16. Public Service

This component was reported on last in 1995. Based on the schedule of reporting , it will be reported next in 1998.

17. Research

This component was reported on last in 1995. Based on the schedule of reporting , it will be reported next in 1998.

UNIVERSITY OF SOUTH CAROLINA - SUMTER

Introduction:

This report for USC Sumter includes:
- **General Education**
- **Entry-Level Placement and Developmental Education**
- **Analysis of Undergraduate Retention and Attrition**
- **Procedures for Student Development**
- **Library Resources and Services**

The following components will be reported on in the annotated year: Academic Advising (1997), Achievement of Students Transferring From Two-Year to Four-Year Institution (1997), Administrative and Financial Processes and Performance (1997), Facilities (1998), and Public Service (1999).

The following components are not applicable to our institutional type: Majors or Concentrations, Performance of Professional Program Graduates on Licensing and Certification Exams, Academic Performance of Student Athletes, and Research.

CHE will report on the following components: Reports of Program Changes that have Occurred as a Result of External Program Evaluations, Success of Entering Students in Meeting College or University Admissions Prerequisites, and Minority Student and Faculty Access and Equity.

Particularly noteworthy in this report is the 100 percent retention from the freshman to sophomore year for the 1994 cohort shown in the Analysis of Undergraduate Retention and Attrition and the use of the Student Development Transcript discussed in Procedure for Student Development.

1. General Education

Historically, USC Sumter has defined general education as the coursework leading to an Associate in Arts or an Associate in Science degree. The associate degree curriculum has been designed to fulfill our mission of fostering in students "the abilities essential to an educated citizenry." These abilities include the ability to communicate through effective writing and articulate speech, as well as quantitative competence, creative and critical thinking, and the integration of knowledge.

Indicators:
- Communication Skills
- Quantitative Competence
- Creative and Critical Thinking
- Integration of Knowledge

Assessment Methods: Evaluation of associate degree requirements.

Assessment Results: The curriculum for the Associate of Arts and the Associate of Science Degrees were modified, effective Fall, 1991, to include requirements for writing intensive and oral communication intensive courses. By Spring, 1992, difficulties made suspension of the requirements a necessity. There were too few courses designated writing intensive and/or oral communication intensive and compliance would have placed undue hardship on the students working for the associate degree. The Academic Planning Committee conducted a study to determine why the requirements failed. The committee identified the following problems:
- Insufficient flexibility in the writing requirements
- Insufficient communication among faculty

The committee then interviewed each member of the science faculty and other randomly selected faculty concerning the written and oral competency requirements in their classes. The committee learned that efforts toward incorporating written and oral components within classes had increased.

Based on its study, the committee made the following recommendations:

- Associate degree requirements for a predetermined number of courses that emphasize oral and written competency should be abandoned.
- Formal assessment of written and oral skills should be done.

Use of Assessment Findings: The associate degree requirements for a predetermined number of courses that emphasize oral and written competency have been abandoned. In order to develop plans to formally assess communication skills as well as the other components of General Education, two USC Sumter faculty members have been serving on the USC Columbia Assessment Advisory Committee since 1994. It is expected that USC Sumter will be using the procedures developed by that committee to assess General Education in the future.

2. Majors or Concentrations

This component is not applicable to our institutional type.

3. Performance of Professional Program Graduates on Licensing and Certification Exams

This component is not applicable to our institutional type.

4. Reports of Program Changes that have Occurred as a Result of External Program Evaluations

No report is necessary.

5. Academic Advising

This component was last submitted to the Commission on Higher Education in July, 1995. Based on the institution's schedule of reporting, a report for this component will be submitted next to the Commission on Higher Education in July, 1997.

6. Entry-level Placement and Developmental Education

The Division of Arts and Letters offers three (3) Placement Tests: the Writing Proficiency Test (WPT) for English placement, the Nelson Denny Reading Test to test Reading competence, and the Foreign Language Placement Test (German, Latin, French, and Spanish) for placement in foreign language courses. The Division of Science, Mathematics, and Engineering offers Math Placement in mathematics courses. The WPT, Nelson Denny Reading Test, and the Math Placement Tests may lead to placing students in one or more developmental courses. These courses are ENGL 100, UCAM 120, and MATH 100. USC Sumter assesses the effectiveness of its placement tests and developmental courses. In addition, the Foreign Language Placement Test and the Mathematics Placement Tests are provided by and assessed formally by USC Columbia.

Indicators:

- Students will be placed in the appropriate courses.
- Successful completion of developmental course(s) will provide students with the background to succeed in subsequent courses.

Assessment Methods:

- Tracking of students
- Interviews with faculty

Assessment Results:

Assessment of Placement Tests

The tests used for math placement at USC Sumter were developed by the Mathematical Association of America. Students, as determined by background and major, generally take one test - either Test A or Test B.

To continue the study of the effectiveness of placement testing in mathematics, the results of testing for Fall 1994 were reviewed. Success rates for newly admitted freshmen were examined. The sample consisted of freshmen with no previous college work who enrolled in a math course in the Fall 1994 term. The cohort included 128 students who entered USC Sumter with the high school course work needed to satisfy entrance requirements. Students with high school AP or college-level course work in math were not included in the study.

Examination of the data displayed in the table below reveals an area of concern: the low average GPA and success rate of students placed into MATH 111 in Fall 1994. This is consistent with the problem identified in the 1995 report when analysis of test scores revealed that practically all students in the cohort with scores of 10 and 11 on Test B were unsuccessful in their first attempt at MATH 111. Based on that data, USC Columbia revised the scores necessary on Test B for entry level placement into MATH 111. Beginning in Fall 1995, students at the University of South Carolina (includes USC Sumter) have been advised into MATH 100 and MATH 111 based on a revised scale.

MATHEMATICS PLACEMENT TEST

COURSE	SAMPLE SIZE	AVERAGE STUDENT GRADE	% FINISHED W >= C	NEXT MATH COURSE	% TAKING NEXT MATH	AVERAGE GRADE IN NEXT COURSE
MATH100	34	1.9	79%	MATH111	59%	1.5
MATH111	68	1.9	56%	MATH122, 170 & 221	46%	2.3
MATH122	7	2.2	67%	NA	NA	NA
MATH115	9	2.2	56%	MATH141	56%	3.4
MATH141	10	1.8	50%	MATH142	45%	3.5

Average Student Grade - based on first attempt in course
%Finished with > C - based on first attempt in course
%Taking Next Math Course - % of sample ultimately taking next course
Average Grade in Next Course - based on first attempt in next course

Readers of this document are cautioned to note that the data reported above was compiled from a selected sample of students as a test of mathematics placement. Average GPA's and percentages of students completing math sequences do not represent those of the student body as a whole.

It is clear from careful examination of a sample tracking of students who have taken the Writing Proficiency Test that students are receiving grades in the English courses (ENGL 100, ENGL 101, and ENGL 102) which indicates they are being properly placed by the test.

WRITING PROFICIENCY

COURSE	SAMPLE SIZE	WPT SCORE	AVERAGE STUDENT GRADE	% FINISHED W >= C	NEXT COURSE	% TAKING NEXT COURSE	AVERAGE GRADE COURSE
ENGL100	48	1	2.0	69%	ENGL101	85%	2.2
ENGL101	86	2	2.4	77%	ENGL102	80%	2.0

Analysis of the data reveals that the majority of students who score a 1 on the Writing Proficiency Test have passed English 100; and there is not an excess of grades that indicates either that the students have been placed in a course well below their abilities, or that they have been placed in a course that is far above their abilities. The number of A's reflects the general average of the department, as does the number of F's. Significantly, of the 18 students in the sample who predicted a GPA of 2.25 or higher and who met all of the CHE high school requirements, 95% completed English 100 with a C or better and progressed to English 101. The percentage of these same students who completed English 101 with a grade of C or better was 71%. Of the 30 students in the sample who predicted a GPA below 2.25 and/or were missing CHE high school requirements , 53% (16 of 30) completed English 100 with a C or better. Seventy-seven percent (23 of 30) progressed to English 101, and 52% completed English 101 with a C or better. Statistics validate recommended admissions criteria and placement procedures.

Students who score 2 on the Writing Proficiency Test are placed in English 101. Tracking data indicates that the majority of these students obtain passing grades of C or better. The percentage of failures (9 out of 84 or 10.7%) is in keeping with the average of the department's grade distributions.

The Foreign Language Tests are taken by students who expect to take a foreign language at USC Sumter. The sample study of students who have taken the test and enrolled in courses at USC Sumter reveals that the tests work well in placing students. There are very few, if any, discrepancies which would indicate the tests have placed someone improperly.

FOREIGN LANGUAGE PLACEMENT TEST

COURSE	SAMPLE SIZE	FL SCORE	AVERAGE STUDENT GRADE	% FINISHED W >= C	NEXT COURSE	% TAKING NEXT COURSE	AVERAGE GRADE COURSE
SPAN109	17	S1	2.8	63%	SPAN110	82%	2.3
SPAN121	9	S2	2.3	67%	SPAN122	78%	2.6
FREN109	4	F1	1.5	75%	FREN110	75%	1.0
FREN121	3	F2	3.0	67%	FREN122	100%	1.2

The data indicates that the students placed in SPAN 109 received grades that are consistent with the average grade distribution expected of students at this level. There is no evidence that the students are in courses that are too far below their level or too far above their level of competence.

Similarly, that data indicates that students who are placed in SPAN 121 are responding positively to the course and making grades that are consistent with the kinds of grades expected of students at that level. The average grades fall within the B and C spectrum with a few A's and the occasional F. That is a spread that suggests that there are no huge discrepancies which would indicate poor placement.
Students who go on to take the follow-up to SPAN 109 or SPAN 121 are maintaining their grade level, indicating that the placement has succeeded in placing them in areas that are consistent with their levels. The absence of complaints of this sort indicates that the placement is working well. The sample sizes for students placing in FREN 109 or FREN 121 are too small to provide meaningful information.

Assessment of Developmental Courses
ENGL 100. Those students who continue on to ENGL 101, for the most part, maintain the grades earned in ENGL 100. When there are exceptions, the grade difference amounts to one grade point.
MATH 100. Those students who continue on to MATH 111, for the most part, are successful.

Use of Assessment Findings: As reported in 1995, USC Columbia has revised the scores necessary on Test B for entry level placement into MATH 111. Beginning in Fall 1995, students at the University of South Carolina (includes USC Sumter) have been advised into MATH 100 and MATH 111 based on a revised scale. The impact of that revision will be seen when the data is available for the 1995 cohort.

Generally speaking, two or three students in an academic year approach the Chair of the Division of Arts and Letters querying the appropriateness of a WPT score. Several mechanisms have been implemented to respond to these problems:

a. Students are encouraged to enroll in the course they placed in and then do a diagnostic test, marked by the instructor of the course, to determine whether replacement was needed.
b. The students' tests are reevaluated by other readers and then discussed by the Division Chair, with the student, to explain why the score was as it was. (Most of the cases are resolved at this level, once it is clear to the student why the score received was what it was.)
c. In several instances, these concerns are easily resolved with an explanation of the marking mechanism and a clarification of the criteria used in marking WPTs. This is done either in person or on the phone.
d. In rare instances where the student can demonstrate that illness, or other mitigating and overwhelming circumstances caused him/her to write a very poor test, and where it is deemed fitting by the Division Chair to allow some laxity in treating a case of this nature, students are invited to re-sit a WPT so that the test and placement can be done again.

7. Success of Entering Students in Meeting College or University Admissions Prerequisites

This component is not applicable to our institutional type.

8. Achievement of Students Transferring from Two to Four-Year Institutions

This component was last submitted to the Commission on Higher Education in July, 1995. Based on the institution's schedule of reporting, a report for this component will be submitted next to the Commission on Higher Education in July, 1997.

9. Analysis of Undergraduate Retention and Attrition

A large percentage of students who begin or transfer at USC Sumter have the attainment of a baccalaureate degree as their educational goal. Since USC Sumter does not have the authority to award baccalaureate degrees, USC Sumter students must change to another system campus or transfer to another institution at some point. Any analysis of retention rates and/or graduation rates must be appraised with this element in mind. USC Sumter's goal is to retain students as long as feasible and to prepare them to continue their education at a four-year institution.

Indicators:
- Freshman to sophomore retention rates
- Associate degree graduation rates
- Baccalaureate degree graduation rates

Assessment Methods: Assessments and comparative analysis were made on data collected from the Retention of Full-time New Freshman report dated 5/13/96 and the 1994 Retention Follow-up Report dated 5/10/95 from USC Columbia Institutional Planning & Research.

Assessment Results:RETENTION RATES FRESHMAN TO SOPHOMORE

YEAR	1987	1988	1989	1990	1991	1992	1993	1994
FULLTIME NEW FRESHMEN	183	168	200	153	185	207	177	156
# SOPHOMORE	114	105	137	118	128	97	114	156
%SOPHOMORE RETAINED	62.3%	62.5%	68.5%	77.1%	69.2%	46.8%	71.3%	100%

As indicated in the table "Retention Rates Freshman to Sophomore", there is a noticeable increase from 1992 to 1993. During Fall, 1992, the NP basis/type was used for first time full-time entering freshmen who did not meet CHE requirements. This practice has since been abandoned as a result of the high percentage of students unable to return after their first semester. These students did not fall within the suspension category; however, they show as discontinuing. As of Fall 1993, these students were given an HR basis/type. USC Sumter is particularly proud of the 100% retention rate for the 1994 cohort.

USC Sumter recognized a noticeable percentage (79%) increase with retention of the 1993 African-American cohort from the freshman to the sophomore year. This is partially a result of an Access and Equity program on the Sumter campus, entitled Role Models for Success.

ASSOCIATE DEGREE GRADUATION RATES

YEAR	COHORT	#GRAD 2 YRS	% GRAD 2 YRS	#GRAD 3 YRS	%GRAD 3 YRS
1986	156	19	12%	51	33%
1987	183	17	17%	55	30%
1988	168	25	15%	60	36%
1989	200	27	14%	68	34%
1990	153	13	9%	42	31%
1991	185	11	6%	52	28%
1992	207	17	8%	58	28%
1993	160	5*	3%	NA	NA

Since the majority of USC Sumter's students have obtaining a baccalaureate degree as their goal, many are not interested in applying for, or receiving, an Associate degree. Recognizing this, USC Sumter began the process of automatically awarding Associate degrees in Fall 1994 for all students who met the degree requirements. It should be noted that it is possible for a student to earn a baccalaureate degree without satisfying the requirements for an Associate degree from USC Sumter.

*Note in 1993 that the cohort used is a small portion of USC Sumter's awarded associate degrees. For example, USC Sumter awarded one hundred and twenty-one (121) associate degrees in 1993. The cohort for 1993 only represents 4% of the associate degrees awarded. However, 61% of the cohort was enrolled at a four-year institution, while 36% were still enrolled at USC Sumter. It should be noted that, by having a large percentage enrolled at four-year institutions, USC Sumter is fulfilling its mission of preparing students for baccalaureate attainment.

BACCALAUREATE DEGREE GRADUATION RATES

YEAR	FALL FT COHORT	#GRAD WITHIN 4YRS	%GRAD WITHIN 4YRS	#GRAD WITHIN 5YRS	%GRAD WITHIN 5YRS	#GRAD WITHIN 6YRS	%GRAD WITHIN 6YRS	#GRAD WITHIN 7YRS	%GRAD WITHIN 7YRS
1986	156	0		25	16%	72	46%	124	80%
1987	183	0		18	10%	59	32%	111	61%
1988	168	0		23	14%	71	42%	130	77%
1989	200	0		31	16%	35	18%	101	51%
1990	153	2	1.3	25	16%	70	46%	N/A	N/A
1991	185	0		17	9.2%	N/A	N/A	N/A	N/A

The table "Baccalaureate Degree Graduation Rates" indicates the typical student at USC Sumter takes at least five years to complete a baccalaureate degree. This evidence is indicative of the non-traditional student which is served on this campus. Seventy-four percent of the students at USC Sumter are non-traditional part-time learners with jobs and families. Another noticeable indicator on this table is the fact that even though USC Sumter awards only Associate degrees, the institution's six- and seven-year baccalaureate completion rates are similar to those of the state-supported baccalaureate degree-granting institutions.

Use of Assessment Findings: USC Sumter has established a Retention Committee to assist in the development and implementation of plans, strategies, programs, and activities that support, facilitate, and otherwise optimize the retention of students at USC Sumter. The committee is currently developing a Retention Plan for USC Sumter.

10. Minority Student and Faculty Access and Equity

Minority Undergraduate Enrollment and Minority Undergraduate Degrees Earned

Category	1992			1995		
	African-American #	Total #	African-American %	African-American #	Total #	African-American %
A. Enrollment						
1. Number and Percentage of African-American Undergraduate Students	323	1,627	19.8%	257	1,396	18.4%
B. Degrees Earned						
1. Number and Percentage of African-American Associate Degree Recipients	26	151	17.2%	48	292	16.4%

11. Academic Performance of Student Athletes

This component is not applicable to our institutional type.

12. Procedure for Student Development

USC Sumter supports student development by providing opportunities for cultural enrichment, leadership development, intellectual growth, and interpersonal relationships which contribute to a sense of self-reliance and self-esteem.

Indicators:
- Students will be exposed to cultural and fine arts programs.
- Students will have opportunities for leadership development.

Assessment Methods:
- Informal student feedback
- Program attendance figures
- Student Development Transcript

Assessment Results: Informal student feedback responses for student leadership development workshops and retreats sponsored on our campus have been positive overall. Students indicate that they feel as if they have established a relationship with other student leaders on campus. They appreciate the effort extended to educate them on the policies, procedures and guidelines established to facilitate their involvement on campus. They appreciate the attempt to locate the workshop/retreats off campus to provide a neutral non-threatening environment. They appreciate the opportunity for faculty/staff and student interaction. They are most enlightened by the first-hand experience of different types of leadership styles and leaders so they can identify positively or negatively with each.

The constructive feedback has consistently been that they wish more students, specifically student leaders, would take advantage of the leadership workshop opportunities. Students have suggested having more opportunities for leadership development on and off campus.

Students are generally consulted at the end of each of the 12-15 cultural and fine arts programs sponsored each academic year. Members of the faculty and staff collect the student development transcript (SDT) cards at the conclusion of each program to verify attendance. As expected, students have a wide range of responses but are usually genuinely pleased with the type and quality of programs presented. However, many of the students cite a specific course requirement/strong recommendation and the incentive of SDT credit as the motivating factors for attendance.

When a program is presented, students in the recreational facility are asked why they are not in attendance. Most often the response is that they did not know of it or they have little to no interest in the program. Work conflicts and family obligations are also high responses for non-attendance of activities and programs for students.

Program Attendance Figures: Each year an array of music, art, drama, and literary programs are presented on campus. USC Sumter was fortunate to have the Division of Arts and Letters sponsor twelve programs this year alone. These programs averaged slightly more than fifty students in attendance for the 1995-96 academic year.

Student attendance at Fall 1995 cultural and fine arts programs represented close to 5% of the student population. Spring student attendance was slightly more than 4% of the student population.

Attendance at Fall and Spring student leadership workshops average 18 - 20 students. USC Sumter is well represented at the annual Student Leadership Training Conference at USC Columbia each year with twelve students in attendance. Budget constraints limit the number of students able to attend this leadership conference.

Student Development Transcript: The student development transcript system provides statistical information for each leadership development activity and each cultural and fine arts program. The SDT system provides a verified record of specific programs which students attend. Since its implementation in 1992, the Student Development Transcript has shown growth in student participation. As the table below indicates, student participation has grown almost ten percent (10%) in four years. USC Sumter is now beginning to see students request copies of their Student Development Transcript to accompany job and scholarship applications. During the Fall of 1995, the USC Sumter Faculty Honors and Awards Committee used the Student Development Transcript in conjunction with the academic work to make their final "Outstanding Student" selection.

STUDENT DEVELOPMENT TRANSCRIPT

TERM	# STUDENT PARTICIPANTS	# STUDENT ENTRIES	AVG # ACTIVITIES PER STUDENT	TOTAL ENROLLMENT	% STUDENT PARTICIPATION
SPRING 96	315	802	2.55	1228	25.65%
FALL 95	322	817	2.54	1396	23.07%
SPRING 95	241	657	2.73	13.67	17.63%
FALL 94	357	812	2.27	1566	22.80%
SPRING 94	195	3.76	1.93	1497	13.03%
FALL 93	332	632	1.90	1614	20.57%
SPRING 93	243	464	1.91	1531	15.87%
FALL 92	261	545	2.09	1627	16.04%

Use of Assessment Findings: The Student Life Department will develop a series of leadership workshops and opportunities each academic year beginning Fall 1996.

13. Library Resources and Services

The USC Sumter library's primary focus is on effectively supporting the institution's purposes and programs by providing rapid and accurate information in many different formats to all users and ensuring that users receive instructions on the use of informational resources.

Indicators:

- Availability of materials
- Development among students of research skills and intellectual curiosity
- Faculty scholarship
- Easily accessible material
- Independent library users
- Well-used resources
- Well-used facility
- Competent library staff
- Optimum functioning of library services
- Continuity in staffing and job satisfaction

Assessment Methods:

- Checking of collection against standard bibliographies
- Circulation statistics
- Interlibrary loan statistics
- Patron surveys
- Usage statistics
- Regularly scheduled meetings of Assembly of University and Four-Year Campus Librarians for discussion of technical processing and related concerns
- Administrative review process

Assessment Results: Materials are available in all subject areas to support the institutions' course offerings. Materials are available in a variety of formats to allow students access to new technology as well as traditional resources. Handouts and bibliographic instruction programs that are subject specific are provided to help students develop research skills and intellectual curiosity. Faculty actively participate in collection development and are thus encouraged to select materials in their subject areas that will aid them with research and scholarship.

Evaluating the collection and recommended resources against standard bibliographies is an integral part of the library's collection development program and ensures that the best resources are selected for patron use. An additional test of the collection's strengths and weaknesses is in patron use. The library circulated a record 62,392 items in 1995-96, had 42,301 items used in the library, and had a total of 256,596 users for 1995-96. Interlibrary loans decreased by 600 during 1995-96. The dramatic decrease in interlibrary loans is directly related to the many new titles added to the collection through a Title III grant.

Library materials are easily accessible through **USCAN** the University's online catalog. In case the on-line catalog experiences "down-time", the Anderson Library has a backup database in Procite. Indexes and full-text materials are available electronically for quick access to periodical literature. Four Internet terminals are also available for patron use.

Usage statistics show a 26% increase in the number of library patrons for 1995-96. Patron surveys indicate that students are heavily using computerized informational resources. The surveys also indicate that students want more orientation programs on how to use computer resources for research. Students also indicate that they want more assistance by library staff who are well-trained in the use of computer resources as opposed to being assisted by work-study assistants.

Student and faculty surveys and circulation statistics clearly show an increase in the number of users. The increased awareness of what is available has also brought about student requests for more materials, especially newer books for those individuals in education and humanities related courses, and newer journals and more technology from students in business and the sciences. Surveys also reflect the students desire for longer library hours; although when the library extends hours prior to exams, few students take advantage of the opportunity.

The library staff passed out 200 surveys to patrons during Spring 1996. One-hundred seventy of these were completed and returned. The following information was obtained from the survey:

128 (75%)	want extended library hours
128 (75%)	complained about broken microfilm readers and the copier machine
85 (50%)	had attended orientation classes and indicated they were helped by the classes
128 (75%)	want the complete library collection to be updated
128 (75%)	want more library tours and one-on-one training
85 (50%)	would like to see library staff provide training on the Internet
43 (25%)	want easier Inter-Library Loan (ILL) forms and a more efficient way to access materials which would be ordered on ILL

The organizational structure and operation of the library supports the mission by providing programs and services that support the educational program and life-long learning. The staff is highly trained and all report a high degree of job satisfaction with the exception of the fact that there are not enough staff to meet user demands. When users become upset with the services, the library staff are the ones who receive the complaints. Statistics show an increase in users, and this, combined with the technology explosion, creates a work atmosphere where the staff is struggling to keep up with changes in the information world along with the increasing demands of users. The dire need for additional people resources is also reflected in a recent study by the library processing center which shows that, compared to library standards, the library has 5.2 staff members, when the minimum required of this type of library is 7. The 5.2 figure also includes 1.2 staff from the processing center leaving the on-campus staff at 4 full-time positions. The quality of the overall library program of services is greatly diminished by the use of students for professional staff.

Use of Assessment Findings: The library staff is responding to the changing technological demands and to a reduced staffing level in several ways. To partially offset the reduction in professional staff, work study students are being used extensively. Although they provide a valuable service, they cannot adequately replace the needed professional staff. The head librarian and others are actively writing grants in an attempt to fund salaries for additional professional staff and to enhance library holdings and technology. The library has a long range plan to remedy deficiencies. In addition, the second priority of the institution is improving the library in support of academic programs.

14. Administrative and Financial Processes and Performance

This component was last submitted to the Commission on Higher Education in July, 1994. Based on the institution's schedule of reporting, a report for this component will be submitted next to the Commission on Higher Education in July, 1997.

15. Facilities

This component was last submitted to the Commission on Higher Education in July, 1994. Based on the institution's schedule of reporting, a report for this component will be submitted next to the Commission on Higher Education in July, 1998.

16. Public Service

This component was last submitted to the Commission on Higher Education in July, 1995. Based on the institution's schedule of reporting, a report for this component will be submitted next to the Commission on Higher Education in July, 1999.

17. Research

This component is not applicable to our institutional type.

UNIVERSITY OF SOUTH CAROLINA - UNION

Introduction

For 1996, we report on five Institutional Effectiveness components: **General Education, Entry-Level Skills and Developmental Education, Analysis of Undergraduate Retention and Attrition, Procedures for Student Development, and Library Resources and Service**. The following table describes when the other applicable components will next be reported.

Component
Reporting Year
1. General Education
1996
2. Majors or Concentrations
NA
3. Performance of Professional Program Graduates on Licensing & Certification Exams
NA
4. Program Changes that have Occurred as a Result of External Program Evaluations
CHE reports
5. Academic Advising
1997
6. Entry-Level Placement and Developmental Education
1996
7. Success of Entering Students Meeting College or University Admissions Prerequisites
CHE reports
8. Achievement of Students Transferring from Two-year to Four-year Institutions
1998
9. Analysis of Undergraduate Retention and Attrition
1996
10. Minority Student and Faculty Access and Equity
CHE reports
11. Academic Performance of Student Athletes
NA
12. Procedures for Student Development
1996
13. Library Resources and Services
1996
14. Administrative and Financial Processes and Performance
1997
15. Facilities
1998
16. Public Service
1999
17. Research
NA

Some of our most exciting efforts this year have been the addition of a biologist to the full-time faculty, and collaboration with USC Spartanburg to offer upper-level courses in business and education on the Union campus. We have begun to participate in the five-year USC Capital Campaign to raise substantial new monies for faculty development, computer upgrades, library technology, and student scholarships. We have proposed the establishment of a Laboratory for Juvenile Intervention Studies in collaboration with the SC Department of Juvenile Justice and other social and government agencies. We have implemented and pilot-tested a campus-wide retention program, involving both instructors and advisors of at-risk students.

1. General Education

Definition:

We define general education to be the content of our AA and AS degree programs and have published more detailed general education goals and objectives in our full report.

Indicators:

1. Student performance at USCU.
2. Student performance in upper-level courses.
3. Student performance on the state EEE test.
4. Student feedback.
5. Faculty feedback.
6. Alumni feedback.

Assessment Methods:

1. Grade distribution tallies and comparisons with SAT scores.
2. Tracking studies of student success after the change of school or transfer.
3. Tabulations of EEE test scores.
4. Student evaluation of their courses.
5. Student surveys.
6. Faculty annual reports on their teaching.
7. Faculty surveys.
8. Alumni surveys.

Assessment Results:

Ninety-three percent of USCU students surveyed (n=42) report that USCU helps them write better, 92% speak to groups, 98% listen better, 84% use computers for word processing, 87% use basic math, 87% use science, 97% explain theories in social sciences, 86% understand other cultures/world views, and 90% clarify and respond to ethical conflicts.

In spring 1992, 28 students changed campus from USCU to either Columbia or Spartanburg. There was an immediate decrease in GPA at Spartanburg of 0.1 (3.4 to 3.3; n=16) and at Columbia of 0.2 (3.2 to 3.0; n=12). Subsequent, more targeted, studies show that there was a 0.2 decrease in the humanities (3.1 to 2.9; n=29), a 0.8 decrease in sciences/math (3.4 to 2.6; n=11), a 0.1 decrease in pre-nursing (3.0 to 2.9; n=12), and a possibly serious 1.1 decrease in business (3.2 to 2.1; n=7). Clearly, the numbers are small, and we will continue these studies.

Grade inflation is a nation-wide problem, especially at small colleges with small classes and particularly supportive atmospheres. For the campus as a whole, the percentage of A and B grades was 46% in fall 1995. Each semester, we tabulate the average semester GPA for USCU and for all the Regional Campuses together. Since Fall 1992, USCU has averaged 2.62 (6 semesters; n=1956), and all the Regional Campuses have averaged 2.73 (n=68931). In May 1994, the average cumulative GPA on the Columbia campus was 3.1). These data do not constitute evidence for serious grade inflation.

Each semester, a course evaluation form is completed by students in all courses taught at USCU. In overall performance, 82% of the F94 students and 87% of the F95 students rated their courses good to excellent.

During 1994-95, we added a question to our regular course evaluation form and asked, "If you could change one thing about USC Union, its courses, activities, facilities, administration, what would it be?" The most common request is that we expand our offerings and especially add more upper-level courses. Last semester, we got 92 different requests for more courses; the next most common request was for more extracurricular activities (n=10). The greatest needs seem to be in the areas of natural sciences, humanities, social sciences, and business. There have been fewer requests for education courses, engineering/technical courses, or for courses in math/CSCI.

Use of Assessment Findings:

Appropriate academic standards and grade inflation are topics of constant discussion, between the Academic Dean and individual faculty and among the faculty as a group. During 1995-96 a new section of our Part-time Instructors' Handbook has been prepared that discusses the issue.

Individual faculty have introduced several new teaching strategies into their courses. In biology and chemistry, we have new, workbook-style study guides for student use and new and original lab exercises. Several faculty have created exercises that are primarily visual and/or hands-on, for many students who are more visual or tactile than aural. Both English and calculus professors have developed small group discussion projects that teach leadership, cooperation, and analysis of real-life situations. New computer software has been integrated into our statistics course. Writing has been integrated into computer science. Finally, in both psychology and education courses, students work with public schools and with social agencies to see how the theory applies to real-world situations.

An important goal in the area of General Education is to increase the size of the full-time faculty. We have just completed a search for a full-time natural scientist, the academic area most identified as in need by both faculty and students.

In 1996, we will begin to work more closely with USC Spartanburg in the offering in Union of upper division business and education courses. During the spring semester, one business course taught by a USCS professor and one education course taught by a USCU professor was offered in Union. Two business and one education courses are scheduled for fall.

During 1996, we will begin a fund raising campaign to raise an additional $200,000 in new money from a variety of private sources to endow a faculty development program that would fund professional travel and other scholarly activity.

We have received a $60,000 commitment from our local CHE to upgrade our computing systems this summer. We plan to begin fund raising for further upgraded computer equipment and a local-area-network with mainframe and Internet connection later in the year. We will participate in the USC Capital Campaign and raise an additional $900,000, in new money, over the next five years, for this purpose. USC Columbia is installing a state-of-the-art computer network and adding some 5,000 new workstations. Their next step is to link every USC campus to that network (1994-95 President's Annual Report).

We have proposed the establishment of a Laboratory for Juvenile Intervention Studies to provide the SC Department of Juvenile Justice and other social agencies with coursework, internships, mentoring programs, and opportunities for research. We have discusses the funding of this effort with local business leaders and with federal legislators and will continue to develop the necessary funding sources.

2. Majors or Concentrations

This component is not applicable to our institutional type.

3. Performance of Professional Program Graduates on Liscensing and Certification Exams

This component is not applicable to our institutional type.

4. Reports of Program Changes That Have Occurred as a Result of External Program Evaluation

No report is necessary.

5. Academic Advising

This component was reported on last in 1995. Based on our schedule of reporting, it will be reported on again next in 1997.

6. Entry-Level Placement and Developmenta Education

At a minimum, the entry level skills necessary for college work include college preparatory study in English, mathematics, natural science, social studies, and foreign language.

We assess our students' entry level skills through the use of high school transcripts, the SAT test, and a battery of placement tests. For those students who do not score at the national or University cut-off points, we offer remedial courses in reading, English, and math, and beginning courses in French and Spanish.

Indicators:

1. Placement test scores.
2. Exit exam scores.
3. Student and alumni self-perceptions.
4. Student performance in subsequent, regular courses.

Assessment Methods:

1. Correlation of results on SAT and local placement tests.
2. Tracking of student academic performance.
3. Student surveys.
4. Faculty surveys.
5. Alumni surveys.

Assessment Results:

Although we maintain USC Columbia admissions standards for those who are regularly admitted, we have special admissions categories for students who otherwise show promise. Therefore, SAT scores for USCU are lower than those for the state as a whole: 768 vs 844 for fall 1995. During 1994/95, 68% of those who took placement tests were recommended to take at least one developmental course. During 1995/96, the figure was 77%.

USC uses a formula to consider SAT scores and high school class rank to predict future success in college. In 1995-96, the average predicted GPA for a sample of new USCU students (n=20) was 2.1, and their actual GPA at the end of the fall semester was 2.3. UNIV 101 students (n=14) did a little better (2.1/2.4).

In a study of new freshmen, fall 1993 and fall 1994, of those who passed ENGL 100 and went on to attempt 101 (n=14), 93% passed. Of those who passed MATH 100 (n=31), 90% went on to pass a subsequent math or computer science course. The numbers of students are small, but we also find that those who pass the developmental reading course, UCAM 120, and continue in the spring (n=17) tend to have higher grade point averages during the first academic year (65% above 2.0) than those who fail (33% above 2.0; n=3).

Use of Assessment Findings:

USC Union is committed to maintaining accessibility. We do not plan to raise our general admissions standards. However, we have strengthened our program of academic intervention (discussed below under Retention).

Our admissions director has taken the University 101 faculty workshop and will teach a section of the course in the fall. In this course, we focus on study skills, career exploration, and time management, all weaknesses recognized by our students. Increasingly, we also are developing students' sense of responsibility and respect for self and for others, factors that also contribute directly to academic success.

As long as we are allowed to use formal, developmental courses, we will continue to work to strengthen our them, so that they will better prepare our students for regular college coursework. Throughout the South, 90% of public institutions operate remedial programs, one third of college freshmen need remedial coursework (SREB, 1991), and the figure at USCU is over 50%. Our mission is to increase the college-going rate in our service area and to help students move on to four-year colleges and universities. Developmental coursework is a valuable and worthwhile tool. Alternatives include non-credit, programmed or computerized tutorials, credit or non-credit labs, or a contract with a technical college to provide the service.

7. Success of Entering Students in Meeting College or University Admissions Prerequisites

This component is not applicable to our institutional type.

8. Achievement of Students Transferring from Two-Year to Four-Year Institution

This component was reported on last in 1995. Based on our schedule of reporting, it will be reported on again next in 1998.

9. Analysis of Undergraduate Retention and Attrition

USC students move relatively freely from one campus to another, so retention and attrition are considered to be university, as well as individual campus, issues. Campus retention is persistence at USCU for one or more years, depending on the student's academic program, with no more than two stop-out semesters at a given time. University retention is persistence at any campus of USC and receipt of a baccalaureate degree within seven years.

Indicators:

1. Fall/spring retention rates.
2. Spring/fall retention rates.
3. Retention rates over many years.
4. Graduation rates over many years.
5. Suspension/reinstatement figures.
6. Student and alumni self-perceptions.

Assessment Methods:

1. Calculation of retention and graduation rates.
2. Tracking of individual students for seven years after admission.
3. Tracking of suspended students.
4. Student surveys.
5. Alumni surveys.

Assessment Results:

Since 1986, the percentage of entering, full-time USCU freshmen who are either retained within USC or who graduate from a USC campus with a two-year or four-year degree averages 67% from fall to fall (n ranges between 38 and 61 per year) and was particularly high in the last year measured (77%; n=61). Beyond the first year, between 40 and 50% of our students are either retained or graduate. Vincent Tinto (Leaving College, 1987) has estimated that the average rate of attrition in four-year institutions is 55% and that it is even higher in public, two-year colleges.

Associate degree graduation rates at USCU have been increasing in recent years. The average number conferred during the 1980s was 25 per year. This figure rose to 29 in 1993, 42 in 1994, it fell to 29 in 1995, and rose again to 55 in 1996.

On periodic surveys, students react favorably to our retention efforts, and levels of satisfaction seem to be rising over the years. We do see that students recognize that some students are admitted, who are not prepared for college-level work (71% in 1995 and 82% in 1996), but most students feel that we do offer the developmental help that these students need, if they will only make use of it (90% in 1995 and 83% in 1996). This observation corresponds well to our major mission of access, of giving non-traditional and first-generation students a chance.

One of the questions on our regular course evaluation form asks, "If you could change one thing about USCU, its courses, activities, facilities, administration, what would it be?" The greatest number of requests over the last three semesters have been for more classes (314). The next most numerous comment has been, "Nothing needs to be changed" (124). Then, students ask for more extracurricular activities (113), course/teaching improvements (85), facilities improvements (44), administrative improvements (25), and others.

An existing tool for enhancing retention is the course, UNIV 101, The Student in the University. In fall 1992, 42 students passed UNIV 101, and 90% were retained in the spring. In fall 1994 (n=28), 96% were retained.

Use of Assessment Findings:

As described above, one of the largest factors in attrition is the lack of course offerings. We discuss our efforts to increase the size of our curriculum above, under General Education.

We have implemented a mandatory retention program whereby both full- and part-time faculty give some form of feedback about class performance to students by the end of the fourth week of class. If the performance is unsatisfactory, the instructor schedules a private conference with the student and notifies the student's advisor, who also discusses the problem with the student and reports back to the instructor. Additionally, the student may be referred to another faculty member (such as to the instructor of our writing lab) for additional help.

In 1995, our local CHE hired a person to work in the area of public relations and special events. This year, we are changing her job description to put more emphasis on recruitment and retention activities, which will provide a little relief for others in the office of Student Affairs, who will be able to devote more time to student athletics. This effort will allow us to strengthen all of our extracurricular retention activities.

Attrition results from financial problems, as well as from academic and social problems. Our first priority in the USC Capital Campaign is to raise money for additional scholarships. USC is also working with the General Assembly in support of state-funded merit and need-based scholarships. Right now, our state is the only one in the nation without need-based scholarships, so both of these efforts represent much needed financial help.

10. Minority Student and Faculty Access and Equity

Minority Undergraduate Enrollment and Minority Undergraduate Degrees Earned

Category	1992			1995		
	African-American #	Total #	African-American %	African-American #	Total #	African-American %
A. Enrollment						
1. Number and Percentage of African-American Undergraduate Students	80	432	18.5%	58	372	15.6%
B. Degrees Earned						
1. Number and Percentage of African-American Associate Degree Recipients	2	20	10.0%	7	29	24.1%

11. Academic Performance of Student Athletes

This component is not applicable to our institutional type.

12. Procedures for Student Development

Definition:

In specifying goals and objectives for our students, we have not differentiated between "academic" and "developmental" growth. For instance, our academic objectives (see full report, General Education) include many "values, awareness, participation, motivational, and ethical" kinds of items. Each of these objectives deal to some extent with non-academic, personal growth and development. The faculty, staff, and students have also adopted "The Carolinian Creed," a code of behavior originally developed by USC Columbia. This code is published in the USCU catalog.

These goals in student growth and development are actively pursued in our regular classroom courses. Other student services that promote these goals include programs in academic advisement, counseling, career development, student government, student activities, student publications, and intramural and club athletics.

Indicators:

1. Participation in service and other extracurricular activities.
2. Occurrence of uncivilized or otherwise destructive behavior.
3. Student self-reports.
4. Student Government Association discussion and activity.
5. Alumni self-reports.
6. Faculty and faculty committee reports and activity.

Assessment Methods:

1. Tabulation of participation data.
2. Tabulation of infraction and disciplinary data.
3. Student surveys.
4. Alumni surveys.
5. Faculty surveys.

Assessment Results:

USC Union has organized two different programs to encourage students to become involved in service/learning projects in the community. Twenty-six students participated during 1995-96, a 13% increase over last year and an 86% increase since the first year, 1991-32.

In a periodic student survey, we ask students if USCU has "helped you develop in the following areas." In 1995, the survey was administered to about 200 alumni, and we got a 13% response (n = 26). In 1996, the survey was mailed to students who had been placed on academic probation or suspension, and only 12 replied. Of those who expressed an opinion, the following percentages agreed or strongly agreed with each statement.

'95	'96	**USCU helped me:**
100%	75%	Write more effectively.
100	83	Communicate well orally.
100	83	Read more effectively.
100	83	Listen more thoughtfully and attentively.
100	73	Understand the importance of mathematics.
95	75	Recognize and state appropriate problems in quantitative terms.
94	83	Solve problems involving numbers.
100	73	Understand problems expressed in quantitative terms.
100	83	Understand and appreciate literature and the fine arts.
95	83	Integrate literature and the arts into everyday life.
96	83	Understand my own values and motivation.
100	73	Understand both western and non-Western cultures.
95	82	Understand how to participate effectively in a variety of social institutions.
100	70	Understand the scientific method and the value of objective inquiry.
100	80	Understand the effects of technology.
100	82	Improve my ability to use computers.
96	91	Understand that learning is a lifelong process.
96	83	Be more self-motivated.
100	83	Use educational resources both inside and outside the classroom.
96	83	Reason analytically.
96	100	Get along with people with different backgrounds than mine.
96	83	Grow as a person.
92	83	Lead or guide others.
100	91	Adjust to new situations.
96	91	Develop self-confidence.
96	91	Plan ahead and organize better.

Many of these items represent academic development, but many are components of personal growth and development, and all categories of students, regular, probationary, and alumni, give highly positive responses.

Use of Assessment Findings:

At least some of these objectives are incorporated into every course taught at USCU.

Outside of the classroom, several changes have been made to provide additional opportunities for personal growth. During the fall, one of our English professors organized a film club, where interested students could watch and discuss classic films. During the spring, after several years of inactivity, our student newspaper was reactivated, a student editor appointed, and three issues published. The Encore Club, a support group for non-traditional students, felt it was not serving students' needs as well as it could. The group discussed its mission, composed a survey distributed to all non-traditional students, and plans to reorganize in the fall. A total of four different religion courses, more than ever before, are scheduled for fall. These are excellent forums for self-exploration. Finally, our local CHE has made a $60,000 commitment to upgrade our computing systems this summer. Our goal is to provide Internet access in our library. We see this as a major new way for students to broaden their horizons.

13. Library Resources and Services

The USC Union library is the center of this institution of higher learning. As such, it is charged with the responsibility of serving the reading, reference, and research needs of the campus, its students, its faculty, and its community patrons.

Indicators:

1. Size and quality of collection.
2. Access to associated collections.
3. Usage.
4. Student satisfaction.
5. Alumni satisfaction.
6. Faculty satisfaction.
7. Community satisfaction.

Assessment Methods:

1. Comparisons of appropriate local statistics to national small college standards.
2. Usage rates.
3. Patron surveys.

Assessment Results:

The library contains almost 5,700 square feet of space and houses 33,000 books, subscriptions to 75 periodicals, and 8,000 pieces of audio/visual media and microfilm. There are two public and two technical service terminals for access to the USCAN on-line catalogue, containing the computerized holdings of the eight-campus University. The library is staffed by a professional librarian, who has been with USC Union since 1988, and by a full-time Library Technical Assistant II, who has been on staff since 1990. These two permanent staff members are assisted by a varying number of student assistants. The budget for 1995/96 was $77,391.

According to accepted standards for colleges enrolling fewer than 200 FTE students, our library space meets basic standards. Accepted standards also suggest that at least 5% of the campus budget be used for the library, and we meet this standard (5.8% for 1995/96).

In analyzing our holdings in specific areas, we find considerable strength in the liberal arts, in literature, history, psychology, sociology, basic sciences, and in foreign languages. We find weaknesses in the hard sciences, computer science, business, and in education. These are disciplines that especially require currency of information. For instance, the average copyright date for our biology collection is 1968, for business, 1970, and for education, 1975.

For an institution our size, it is recommended that we have one professional librarian and that 65% of the library staff consist of support staff. We do have the one professional, but with only one LTA, we do not meet the second standard. We need to hire another assistant.

By the same standards, a minimum of 16 basic library services are required for an institution our size, and 28 ranks as excellent. USC Union provides 31 services, including acquisition and processing of print, non-print, and microform materials; audiovisual equipment services; audiovisual equipment distribution, maintenance, and repair; an automated online catalog with public access; bibliographic instruction; circulation of print and non-print materials; interlibrary borrowing and lending; inventory of audiovisual equipment; listening services; microcomputers for student use; microform print service; reference services; reserve book service; sound cassette duplication; and video production.

Our library materials are used primarily by our undergraduate students for their regular coursework (68%; n=2468), but books and other materials are checked out by students and faculty all over the state. Locally, we serve many high school and community patrons, as well as our own students. Visitation figures have averaged 2414 per month through March of this academic year.

Over 90% of our students, on three surveys (n=136), agreed that the library maintained adequate operating hours (96%), that the librarian adequately assisted patrons in learning how to use the library (94%), that the library staff was helpful and competent in handling patrons' requests (96%), and that the library resources were adequate to support the requirements of all courses at USCU (96%).

Use of Assessment Findings:

The size of the library is adequate for our current enrollment. If we grow, we will have to provide a larger library, and our facilities plan considers this need. One possible strategy is to acquire an existing two story building, located on Main Street, contiguous to campus, and renovate it for use as our library. This program is only in the planning stages at this time.

Although we do participate in the USCAN library network, and our students do have relatively easy access to state-wide library resources, we realize that our library holdings are smaller and older than ideally they should be. They must be strengthened, including books, periodicals, and CD ROM.

Our budget for books and periodicals has been flat for several years, and our budget for equipment has been nonexistent. During this past spring, our local Commission on Higher Education committed $60,000 to the campus to upgrade our computer and telephone systems. Part of the project will involve upgrading the computers in the library and providing Internet access. Certainly, as soon as additional monies are available, the overall library budget will be increased.

In the past, we have sought external funding for the computer equipment necessary to equip the library for CD and on-line information retrieval, and we plan to continue these efforts in 1996. So far, we have requested support from the federal Department of Education, through their Title III and FIPSE programs, and we will continue these efforts and look for additional sources in both the public and private sector.

14. Administrative and Financial Processes and Performance

This component was reported on last in 1994. Based on our schedule of reporting, it will be reported on again next in 1997.

15. Facilities

This component was reported on last in 1994. Based on our schedule of reporting, it will be reported on again next in 1998.

16. Public Service

This component was reported on last in 1995. Based on our schedule of reporting, it will be reported on again next in 1999.

17. Research

This component is not applicable to our institutional type.

WINTHROP UNIVERSITY

Introduction

This summary report for Winthrop University includes sections on the following assessment areas as set forth in the University's *Plan for Institutional Effectiveness* (1996 Revision):

- General Education
- Major Studies
- Licensing and Professional Exams
- Entry Level Placement and Developmental Education
- Analysis of Undergraduate Retention and Attrition
- Academic Performance of Student Athletes
- Student Development and Student Services
- Library Resources and Services
- Administrative and Financial Processes and Procedures
- Facilities

The following tables for reporting data required by South Carolina Act 255 are also included:

- Programs Eligible for Accreditation/Programs Accredited
- Lower Division Instructional Courses (Sections) Taught by Full-Time Faculty, Part-Time Faculty, and Graduate Assistants
- Success of Students in Developmental Education
- Students Participating in Sponsored Research
- Results of Professional Examinations

The following components will be reported on in the annotated year:

- Advising (1997)
- Public Service (1999)
- Research (1999)

CHE submits summaries of the following areas using data already available:

- Reports of Program Changes that have occurred as a Result of External Program Evaluations
- Success of Entering Students in Meeting College or University Admissions Prerequisites
- Minority Student Access and Equity
- Sources of Undergraduate Degrees

1. General Education

To assess General Education, Winthrop uses a multimethod approach that includes 1) alumni and senior surveys and interviews; 2) a national standardized test (the *College BASE*) administered to freshmen and seniors in alternate years; 3) the "Learning Research Project," a unique approach to assess skills at the classroom level and develop program-wide assessment measures; 4) in-depth assessment of the "effective communication in standard English" goal with "Class Portfolios" (freshmen and senior writing-for-a-grade collected in alternate years); freshmen writing-placement tests; *The Winthrop Essay*; and a new "Oral Communication Assessment" piloted in 1995-1996. In addition, the University General Education Committee has surveyed both curricular and extracurricular components of the University to determine where, how, and to what degree each of the seven goals of General Education is addressed.
Results show that a great majority of both graduating seniors and alumni rate the overall quality of general education preparation as excellent or good, and that these ratings have steadily and significantly increased since 1987. These findings are further supported by *College BASE* test results which indicate that graduating seniors perform overall at or above the national average and show increased scores in all

areas on the test except science from 1990-91 to present. However, two areas of relative weakness have been identified through both survey results and test scores: mathematics and science. Winthrop has addressed those areas by 1) restructuring an introductory mathematics course to include three consecutive but separate components, each of which students must pass before moving to the next component; and 2) by writing a National Science Foundation grant to establish a campus-wide Integrated Science curriculum.

Other issues associated with General Education Assessment efforts include 1) obtaining sufficiently large samples of upper-class students for standardized testing; 2) obtaining sufficiently large samples of student writing for the Class Portfolios; and 3) lack of available measures to assess each of the seven curricular goals. These issues have prompted consideration of a proposal to make participation in assessment efforts a requirement and the creation of interdisciplinary faculty teams - the Oral Communication Committee and three Learning Research Project teams - charged with developing Winthrop specific measures.

2. Majors or Concentrations

Reflecting the timetable for program reviews set forth by the Commission on Higher Education, this year the University is reporting on assessment for chemistry majors and all majors in the School of Visual and Performing Arts: Art, Dance, Music, Theatre (including design, performance, and certification tracks). Interim four-year reports for Human Nutrition, Mathematics, and Computer Science are also included.

Methods used to assess student learning and development in Visual and Performing Arts majors are indicated in the matrix below.

Additionally, each of these major fields includes examinations and/or performance appraisals in individual courses, student evaluations of instruction, chairs' observations of faculty teaching, and external reviews by accrediting agencies and CHE. Student assessment methods and findings for each major are briefly summarized below.

The Department of **Music** assesses student learning and development through a series of entry-level exams, midpoint exams, and exit exams and recitals. Music solo performance, which is the core of our program, is assessed with a juried exam by a faculty committee at the end of each semester. Music ensemble and solo performance is assessed in public concerts each semester.

The Department of Music has used the results of assessment in the planning process to make changes in the content of courses, to add courses to the curriculum, and to revise standards of performance. As part of the on-going planning of the Department, the music faculty is reviewing the published student outcomes to determine their appropriateness to the current programs of study. The Department of Music has added a new course in "African Music" to address a need for cultural diversity in the music curriculum. Qualified MIDI laboratory monitors were hired during the spring semester 1995 as the result of an assessment by music students.

Data collected from meetings with the Student Advisory Committee, graduating student surveys, music education intern surveys, and alumni surveys indicate that most students are satisfied with their preparation in music at Winthrop. Suggestions for improvements made by students are being reviewed and addressed by the music faculty.

Degrees in **art and design** require the following reviews: Entrance Portfolio Review, Freshman Year Portfolio Review, Sophomore Portfolio Review, and Senior Review. Additionally an alumni survey is conducted with program graduates.

Assessment results collected to date have suggested that the high school art experience of the typical entering major varies dramatically, prompting an extensive review of the Foundations Program in Art and Design and the instigation of an Honors Track in art. Results have also indicated needs for closer monitoring of student progress prior to the end of the sophomore year, when a formal review is conducted, and for more consistent course content and emphasis on producing a professional portfolio. With the proposed changes at the Sophomore and Senior Review levels the faculty have structured an excellent base from which to determine students' progress. An exit exhibition for seniors is also under consideration.

Assessment Matrix - School of Visual and Performing Arts

Method	Department					
	Art	**Dance**	**Music**	**Theatre Design/ Tech**	**Theatre Performance**	**Theatre Certification**
Entry Level Audition		X	X		X	X
Entry Level Portfolio	X			X		X
Entry Level Exam (Standardized or Teacher Constructed)		X	X	X	X	X
Midpoint Audition or Applied Exam		X	X		X	X
Midpoint Portfolio Review	X (Preceded by end of freshman year evaluation)			X		X
Midpoint Exam		X	X	X	X	X
Exit Performance, Recital, Portfolio		X	X	X	X	X
Exit Exam		X		X	X	X
NTE	X (Art Ed)		X (Music Ed.)			X
Interview	X (Senior Review)	X	X (Music Ed.)	X	X	X
Student Survey	X	X	X	X	X	X
Alumni Follow Up	X	X	X	X	X	X

During the first two weeks of the first semester of residence at Winthrop, **dance** majors are videotaped as they perform barre and improvisation exercises. They subsequently complete a faculty-developed comprehensive examination, an entry-level and exit audiotaped interview, and proficiency tests in Ballet and Modern dance at the end of each semester. A complete record of each student's performance and production work, along with comments by project directors or supervisors, is maintained.

Results of various entry level, midpoint, and exit assessment methods have prompted greater use of proficiency exams and suggested the need for an introductory dance course. The level and amount of performance work has also been revised to be more consistent with available time and resources.

The Department of Theatre and Dance is actively engaged in the assessment of all aspects of the **theatre** major. Assessment methods include a videotaped unprepared audition of a randomly selected monologue upon entry into the program, again after 70 credit hours are completed, and once again during the last semester of residence. A videotaped interview and faculty-developed comprehensive examination are completed by all majors during the first two weeks of residency and again during the anticipated last semester of residency. All design/technical emphasis and certification students are also encouraged to present a portfolio of their theatre design and technical work upon entry into and graduation from the program. A record of each student's performance and production and corresponding comments by project directors or supervisors is maintained by the department. With all assessment methods, both subject knowledge and practical skills have been found to be substantially higher in the mid-point student group than in the entry group, and highest in the exit group. Results have also suggested a need for further technical theatre training.

Results indicate that the Department of Theatre and Dance is both reasonable and responsible in the learning goals it has established as well as highly successful in guiding students toward the achievement of those competencies. The Department has demonstrated a willingness to make changes when necessary and an ability to design and implement those changes efficiently and effectively.

The curriculum in the Department of **Computer Science** and Quantitative Methods focuses on student competencies in three areas: technical competencies, social environment competencies, and interpersonal development competencies. In addition to student and alumni surveys and interviews conducted by the Office of Assessment, program assessment consists primarily of course-embedded methods and accreditation reviews by the Computer Science Accreditation Commission of the Computing Sciences Accreditation Board, Inc. (CSAC/CSAB). The Department plans in 1996-97 to enhance its measures of competencies, develop new measures of competencies, and to revise its overall assessment program to correspond with a new CSAC/CSAB standard for assessment of program effectiveness in preparation for a 1997-98 CSAC/CSAB self-study.

The accomplishment of core goals for **human nutrition** majors, goals and objectives for the Didactic Program in Dietetics, and goals for the dietetic internship is assessed in a comprehensive manner. Methods include: feedback from an advisory board composed of representatives from 15 facilities involved with the program and internship; written and oral responses to an exit survey in the human nutrition capstone course; intern evaluations; follow-up surveys of graduates; follow-up surveys of employers of program graduates; a faculty-developed comprehensive examination upon completion of the undergraduate program and before entrance into the internship; and a national examination in order to become a registered dietitian.

Results suggest considerable student and alumni satisfaction with the program and consistently positive evaluations from employers. Feedback from various constituencies, including advisory board members, has been useful in making a variety of program improvements. A 93% pass rate for first-time national examination test-takers from the program has been achieved over the past five years, which exceeds the

80% minimum pass rate set by the American Dietetic Association for program accreditation. Students in the program generally score above the national average on this examination.

The Department of **Mathematics**' assessment program incorporates information from three primary sources. First, student concepts and skills are progressively assessed at the conclusion of three key courses: Mathematics 202, second semester calculus; Mathematics 351, Abstract Algebra; and lastly, Mathematics 541, Probability and Statistics I. The second assessment source comes from national testing, especially the NTE. Since a large majority of our students are working in the area of Mathematics Education, this national exam is a natural source of information. The scoring in the content area provides data on the areas of algebra and calculus, linear algebra and abstract algebra, and advanced mathematics. These data reinforce information gathered from our progressive course evaluations. All students trained by the department have passed the NTE at the level required by the South Carolina Department of Education prior to their student teaching experience. The last assessment source is provided through student surveys and alumni interviews and surveys conducted by the Office of Assessment.

The Department of **Chemistry** has long and short term goals that guide program and curriculum development and a variety of strategies to obtain information about the success of the program and its majors. Student and alumni surveys, periodic exit interviews with graduating students, American Chemical Society (ACS) examinations and informal methods are used to gather data on student experiences, satisfaction, and performance. Results suggest strengths in such areas as faculty, rapport with faculty and students in allied disciplines at Winthrop, strength of student affiliate group of ACS, and student research. Weaknesses include lack of a biochemist faculty member, computer equipment, and student interest in chemistry. In response to these and other findings, the Department of Chemistry has developed a thirty-five page program improvement plan.

3. Performance of Professional Program Graduates on Licensing and Certification Examinations

Data made available to institutions from Educational Testing Service include scores of students who indicated to ETS that Winthrop was the institution where they received the majority of their training relevant to the area section of the test. Since these data do not directly reflect the performance of students who complete certification programs at Winthrop, the College of Education maintains records of the scores achieved on the Professional Knowledge and various Area examinations of its student teacher completers. Scores for graduate and undergraduate students enrolled in Student Teaching at Winthrop during 1995-96 are listed in Table 1 of our full report.

On the Professional Knowledge examination, 99% of the students taking the examination passed. On the Specialty Area examinations, the pass rate was 100% on seven of the sixteen examinations taken by Winthrop students. Of the remaining nine areas, five were in secondary education: English, French, Math, Social Studies, and Spanish. Six out of seven passed the English exam for an 86% pass rate; zero out of one passed the French exam for a 0% pass rate; seven out of eight passed the Math exam for an 88% pass rate; eight out of ten passed the Social Studies exam for an 80% pass rate; and one out of two passed the Spanish exam for a 50% pass rate. College of Education faculty will continue to work with teacher education faculty in the College of Arts and Sciences to ensure that students in these majors are adequately prepared for the Area exams. In the College of Education, six out of seven students taking the business education exam passed for an 86% pass rate. Four out of five students taking the physical education exam passed for an 80% pass rate. In the Special Education area, twenty-seven out of twenty-nine passed the mild exam for a 93% pass rate; and six out of seven passed the severe exam for an 86% pass rate.

4. Reports on Program Changes that Have Occurred as a Result of External Program Review

No report is necessary.

5. Academic Advising

This component was last submitted to the Commission on Higher Education in July, 1995. Based on the institution's schedule of reporting, a report for this component will be submitted next to the Commission on Higher Education in July, 1997.

6. Entry-Level Placement and Developmental Education

Winthrop conducts a variety of efforts aimed at assessing the entry level skills necessary for college work. In 1995-96 these efforts included review of application data and previous academic performance to determine individual qualifications for admission and college work; placement testing of students in writing, mathematics, and foreign language; credit by examination programs; and entry-level assessment of general education knowledge and skills.

Results show substantial increases in all measures used to determine individual qualifications for admission and college work. These results are further supported by placement testing data in the basic skill areas of writing and mathematics, which suggest very minimum numbers of students lacking the skills needed for college entry, and in the results of general education entry-level testing.

Faculty in Writing and Mathematics refined placement testing procedures and/or cut-off scores in 1993-94 to ensure more accurate placement of entering students. In Mathematics, the entry-level course was restructured into three components in 1994-95 to provide additional instruction for students who require it and to improve the percentage of students completing the course with a C or better. Data indicate that the retention rate for the course was 85% in the first year and 90% this present year. Student success rate (grade of C or better) for the course has risen from 50% prior to implementing the new structure to 70%. The new structure has also resulted in reduced class sizes, more homogeneous grouping of students by need and knowledge levels, more course uniformity, and reduced need for part-time support faculty.

In Winthrop's only developmental education course (Writing 100), the number of students successfully completing the course in the fall of 1994 (45 of 47 enrolled) and completing Writing 101, the entry-level writing course (42 of 45) suggests that placement and instruction were effective for these students. These success rates also represent an increase from the prior year.

7. Success of Entering Students in Meeting College of University Admissions Prerequisites

Percentage of New Freshmen Who Met All Prerequisites for College Admission

	1993	1994	1995
All Freshmen	96	96.7	94.9
S. C. Residents	96	96.6	95.1
Non-Residents	94	97.3	93.2

8. Achievement of Students Transferring from Two to Four Year Institutions

This component is not applicable to our institutional type.

9. Analysis of Undergraduate Retention and Attrition

Winthrop University gathers and utilizes a variety of both aggregate and segmented data to develop an accurate picture of positive and negative factors related to student retention. Once analyzed, this information guides the initiation, planning, implementation, and evaluation of retention strategies.

Primary retention-related research conducted at Winthrop includes: 1) the Retention Analysis, a periodic assessment of retention trends among many student sub-populations; 2) the Undergraduate Student Survey, an annual survey of seniors regarding their undergraduate experience; 3) The Withdrawing Student Survey, a periodic survey of withdrawing students to determine their reasons for leaving; 4) alumni telephone interviews and mail surveys included in the Winthrop Follow-Along and Career Tracking System (FACTS); 5) the CHE Transfer Data, a depiction of in and out migration patterns of transfer students; and 6) the Consortium for Student Retention Data Exchange, an annual retention and graduation study of 164 American colleges and universities.

Assessment data indicate that from 1991 to 1994 the freshman to sophomore retention rate at Winthrop increased from 74.9% to 77.2% (the latter of which is similar to institutions with comparable selectivity nationally and slightly higher than those of similar Carnegie classification/type). The six-year graduation rate has also been increasing gradually over the past three years from 48.1% to 49.5% to 51.5% (for freshmen entering in 1989). Winthrop's graduation rate is slightly below the national mean of 53.9% for institutions of comparable selectivity but significantly higher than the mean of 40.4% for public Master's I and II institutions.

Retention and graduation rates of minority students, provisionally admitted students in STEP and LEAP programs, and student athletes have generally been equal to or higher than the student body as a whole, while those for male students have been significantly lower. The reasons for both retention and attrition have been extensively explored through various surveys and interviews with students and special studies. Many students leave for personal and/or financial reasons. Additionally, Winthrop usually enrolls twice as many transfers as the number of students leaving to go to another institution.

Winthrop has focused extensive efforts and resources on increasing retention and graduation rates. Methods used to address this issue include: 1) assuring the academic preparedness of incoming students by gradually raising admissions standards; 2) providing support for students who demonstrate potential but require special academic structure/assistance; 3) emphasizing customer service/response to student needs; and 4) comprehensive efforts to build relationships, enhance a sense of belonging, and facilitate student success.

10. Minority Student and Faculty Access and Equity

Minority Undergraduate Enrollment and Minority Undergraduate Degrees Earned

Category	1992			1995		
	African-American #	Total #	African-American %	African-American #	Total #	African-American %
A. Enrollment						
1. Number and Percentage of African-American Undergraduate Students	745	4,107	18.1%	889	4,133	21.5%
B. Degrees Earned						
1. Number and Percentage of African-American Associate Degree Recipients	N/A	N/A	N/A	N/A	N/A	N/A
2. Number and Percentage of African-American Bachelors Degree Recipients	98	642	15.3%	108	700	15.4%

11. Academic Performance of Student Athletes

The six year graduation rate for student-athletes entering Winthrop in 89-90 is 51% compared to a rate of 51% for all entering students in the 1990-91 cohort. A four year average of the six year graduation rate for student-athletes entering Winthrop since 1986-87 is 49% as compared to 50% for all entering students graduation rate reflects the efforts to recruit student-athletes who closely match the profile of the general student body and who are more likely to be retained to graduation.

The institution continues its commitment to recruiting academically sound athletes who meet the general admission standards. The athletic department provides academic and personal support to student-athletes and creates an environment which demands prioritization of academics over athletics. Each semester the GPA of student-athletes is compared with the general student population and team averages are compared within the department. Class attendance is monitored and coaches are accountable for their players' academic efforts. The graduation rate of the entering class of 1989-90 for basketball athletes is 7% (with six athletes enrolled and one graduating) compared to Winthrop's 51% graduation rate for all students.

In the 1996-97 academic year Winthrop will begin to undergo the NCAA Certification process which will assess every aspect of the intercollegiate athletics operation.

12. Procedures for Student Development

The assessment of student development and student services at Winthrop University includes multiple methods that address both student services and student personal growth and development. These

methods begin prior to students' first classes at Winthrop and continue after graduation through various alumni interviews and surveys.

An integral component of service delivery in the Division of Student Life is the evaluation and assessment of programs and services. The results of these processes are used for both formative and summative purposes and ensure that the services provided are of the highest quality. The success of our efforts in serving students lies in our total commitment to continuous improvement and in being intentional in listening to student voices.

The programs offered and improvements made in services in response to assessment information have resulted in increased retention of students in the residence halls, increased retention of first year students, reinstatement of a much needed study skills coordinator, increased meal plan options as well as food choices for the entire campus community, and revised/expanded career services.

Through continuous assessment and improvement of services, the Division of Student Life contributes to the overall development of students and to meeting the challenge of fulfilling Winthrop's mission to attain distinction as an institution of higher education.

In addition to evaluating student development services and programs, Winthrop has an active, ongoing program to assess the personal growth and development of undergraduates. The Student Personal Growth and Development (SPG&D) Assessment Project, which has been in place since the 1990-91 academic year, has completed numerous studies and is currently implementing several projects. These include further study of Winthrop students' involvement in socially responsible activities, an examination of Winthrop's nontraditional students, a comparison of relevant Winthrop constituencies; views on key personal growth and development concepts, and ongoing assessment of student and alumni perceptions and activities. The efforts focus on non-academic factors which may affect student academic success and on student personal growth and development goals addressed in Winthrop's mission statement, the *Vision of Distinction*.

The Students At Winthrop Assessment Team (SWAT) is a group of students who began as a student assessment advisory board in 1989. They have evolved into a group that assesses learning, development, and institutional effectiveness from the college student perspective, and they have designed and implemented a variety of projects. Results of one project focusing on what makes for a successful freshman year were incorporated into materials distributed to all first-year students. Results of another served as the basis for a student-led workshop for faculty on effective instruction and courses from the student perspective.

13. Library Resources and Services

The Winthrop University Library uses a variety of methods to assess the effectiveness of library programs, services, and collections. These include user surveys, traffic pattern studies, library use statistics generated by the on-line catalog, circulation statistics, the University's *Undergraduate Student Survey* and comparisons with national library standards.

Results of assessment have led to modification of collection development policies and procedures, changes in library hours, and changes in library use policies. They have also informed the library budget process. Studies currently in process may have significant impact, especially upon library hours and document delivery services.

As new methods of assessment are reported in the literature, the Winthrop Library evaluates them for possible application to the Dacus Library.

14. Administrative and Financial Processes and Performance

Administrative and financial processes and procedures are assessed through various mechanisms at Winthrop. Since 1992, vice-presidents and their associates and assistants, deans, unclassified directors and project directors, athletic directors and coaches, and other administrators have been reviewed annually through the University's Administrative Review process. This process includes a self-review and reviews by co-workers (peers) and external contacts that focus on seven critical areas. Results are reviewed by individual administrators and their supervisors and used to develop individualized plans for professional development where needed.

A variety of administrative services are assessed annually by graduating seniors through Winthrop's Undergraduate Student Survey (which has had a better than 90% response rate for the past five years). Results are summarized and disseminated to all University departments each year and are tracked over multiple years by the Office of Assessment. For example, significant increases in student satisfaction have occurred since 1990 in the following services/departments which have been the focus of attention/resources due to previous assessment results and feedback: Financial Resource Center, Minority Student Development, Office of Records and Registration, Math Lab, and dining services.

The Division of Information Technology uses feedback from various campus constituencies, including a Campus Computing Committee, to inform its planning and development processes. More formal processes of assessment are being developed for this division.

The budget process is directly linked to the planning process at Winthrop. Budget decisions follow the objective-setting process to ensure allocation of resources based on objectives established by the executive leadership of the University. However, the recent lack of resources has clearly impeded budget allocations. Resource availability does not determine the objectives and direction of the University but only the rapidity with which Winthrop attains its goals/objectives.

15. Facilities

For the last three years Winthrop has been developing a Campus Master Plan which addresses land acquisition and disposition, building usage, signage/graphics, site development details, infrastructure modifications, and campus image. As part of this process, Winthrop has assessed all of its facilities with plans for determining space utilization, setting institutional maintenance priorities, and making decisions regarding capital expenditures. The goal of these efforts is to more effectively utilize the physical facilities in support of instructional activities, research and public service activities, and administrative needs.

Each facility was evaluated to determine the level of maintenance necessary to bring the facility up to an acceptable level. The analysis included the evaluation of the structural system, the electrical system, the heating ventilation and air conditioning system, the plumbing system, and the mechanical system. In addition, the buildings were examined for roof conditions, exterior and interior maintenance, telecommunications, fire/security, service areas, parking, walks, handicapped accessibility, and current use.

Now that this assessment and long-range Master Plan are almost complete, a financial resource allocation plan is being developed, outlining the means of addressing the institution's facility needs. This plan will address funding for deferred maintenance, preventive maintenance, and funding for additional space. The theme of Winthrop's facility plan for the future is one of continuing to maintain the existing buildings while adding those facilities which are necessary to accomplish the institutional mission.

16. Public Service

This component was last submitted to the Commission on Higher Education in July, 1995. Based on the institution's schedule of reporting, a report for this component will be submitted next to the Commission on Higher Education in July, 1999.

17. Research

This component was last submitted to the Commission on Higher Education in July, 1995. Based on the institution's schedule of reporting, a report for this component will be submitted next to the Commission on Higher Education in July, 1999.

SUMMARY REPORTS FROM TECHNICAL COLLEGES

SOUTH CAROLINA
DUM SPIRO SPERO
ANIMIS OPIBUSQUE PARATI

AIKEN TECHNICAL COLLEGE

1. General Education

Aiken Technical College defines General Education as a set of eight core competencies: (1) written communications skills; (2) oral communications skills; (3) problem solving skills; (4) math skills; (5) technology skills; (6) research skills; (7) computer skills; and (8) social/interpersonal skills. The faculty have determined that these general education competencies should be addressed across all subject areas, not just in those traditionally considered to be general education courses.

General Education is assessed via multiple methodologies. The two primary methods are surveys of student perceptions of how the college impacts them in these 8 core competency areas and a faculty survey assessing where and to what degree each competency is addressed in the curricula.

Typically, over 90% of the respondents indicate that ATC has made a positive impact on their development in the 8 core competencies. One need that was revealed through the surveys was a need to improve computer skills development. As discussed below, this was identified by the faculty as an area of needed improvement and changes have been implemented.

The faculty assessment served well in the identification of curricula gaps in addressing the core competencies. The survey instrument has not proven as successful in measuring the degree of increase or positive change due to construct limitations, changes in the curricula to incorporate the teaching of computer skills and use of computerized diagnostics.

The Computer Technology curriculum responded to an identified need to address written and oral communications skills by developing a component which requires the students to participate in a group project. This project requires the group to interview college personnel who have identified a needed computer application, determine what the need is, design a product to meet that need (which requires periodic discussions with the customer) , develop written instructions for the product and present a written and oral report on the project. Additionally, the Business, Information Technology and Public Service Division reported that essay questions are more commonly used on tests than previously.

Future actions will include the development of a better methodology for assessing the degree to which the 8 core competencies are integrated into the curricula. each program will continue to develop strategies to improve the incorporation of the core competencies.

Analysis of Undergraduate Retention and Attrition

Aiken Technical College assesses its attrition and retention on quantitative and qualitative basis. On the quantitative basis, the College reviews the data on continued enrollment of students from term to term. Qualitatively, the College surveys those students who are enrolled in the fall and who do not return in the Spring term. This survey addresses the reasons students do not return as well as their perceived success in achieving their educational goals at the College.

Over the past three years, the College has made a commitment to address attrition by implementing several new activities/processes and enhancing others. COL 103, a College Skills course, has been revised to better address the needs of new students. This is a continuous process of refinement to try to provide new students the tools that will help them succeed tin their educational endeavors. The academic advising system has been revised to provide greater one-on-one opportunity for advisor-advisee interaction. The College has initiated a phone bank tracking procedure to ensure that each non-returning student is called and encouraged to enroll at the college. The College's new student orientation program has been revised and now includes all administrators and a presentation of the Student Handbook. A mini-survival skills orientation is included as part of the placement testing procedure. A customer relations seminar was developed and conducted for faculty and staff in response to student ratings in the various surveys.

Quantitatively, the table below presents the College's fall to spring to fall retention rates for the past three years. The data is based upon a fall cohort of first-time students. As is evident from the data below, it is too early to determine the true impact of the activities that the College has implemented as the percentages have remained constant over the past three years.

Fall - Spring - Fall Retention Rates		
First-Time Enrolled Fall	**Enrolled Following Spring**	**Enrolled Following Fall**
1993	67%	42%
1994	69%	43%
1995	68%	44%

A survey of the Non-returning students evidenced that a growing percentage of students do not return to the College because they complete their goals, which does not include graduation from ATC. Twenty-three percent of the Fall-Spring 1995-96 respondents indicated goal completion, compared to 14% and 18% in the previous two years. Work schedule conflicts and financial difficulties have been the most given primary reasons for not returning to the College (over 30%).

Action Plan: ATC will continue to assess its attrition and retention and develop and implement intervention strategies. Specific focus in the next year will be on refining the current strategies and improving the ability of students to take full advantage of the opportunities offered.

2. Majors or Concentrations

Aiken Technical College conducts a detailed assessment of each academic program cluster on a five-year basis, using qualitative and quantitative measures. The standard evaluation measures include analysis of enrollments, graduates, graduate placement, course competencies, program testing and evaluation methods, student success, student satisfaction with specific areas, employer evaluations, instructional methodology, facilities, and equipment. This assessment compliments annual operational evaluations that are conducted in the normal planning cycle.

Completers of associate degree programs are expected to have a command of not only the program specific competencies, but also communication skills, problem solving skills, computer skills, and social/ interpersonal skills. Completers of diploma programs (usually one year in length) are not afforded as much opportunity for general education courses as associate degree students due to the limited time available. Certificate programs (one year or less in length) are even more focused on the technical skills the individual needs to perform successfully in a job and may not include any general education courses or competencies.

In 1995-96 the Automotive Technology and the Business Management programs were evaluated. Recent changes in nature of the automotive field and the difficulty in maintaining a sufficient graduate flow provided the program an opportunity to restructure its curricula to better meet the educational and training needs of the students and the service area.

Both programs were determined to be achieving their missions. Faculty professionalism, adaptability and innovativeness are hallmarks of both program areas.

General Finding: The annual program assessment mechanism was revised for 1996 to better meet the assessment needs of the programs and to automate the collection and compilation of the data needed for the assessment. This has generated a need for a major review of the 5 year assessment process which will be completed in 1996.

Automotive Cluster

AUT Finding 1: The program needed restructuring to meet the educational and training needs of the service area and the budgetary and legal constraints of the state, with respect to the required number of program graduates. A large number of the Automotive students get jobs before completing their general education requirements for graduation.

Action : The Automotive program has restructured its curricula into a series of focused certificates that will provide the graduate the skills and knowledge needed for specific specialties. The Associate Degree in Occupational Technology with a major in General Technology and a concentration in Automotive Technology ensures continued access for those students desiring an associate degree. All Automotive program courses will apply toward this degree.

AUT Finding 2: The College charge of a separate fee for each "award" a student received has deterred Automotive students with multiple certificates (which is typical for most completers) from applying for graduation.

Action: The College has revised the fee structure and there are no additional charges for multiple degrees.

AUT Finding 3: Program certification by the National Institute For Automotive Service Excellence (ASE) will enhance the marketability of the program and provide an additional benefit to the students.

Action: The Automotive Program will complete ASE certification in the next two years.

AUT Finding 4: The current student follow-up surveys of the College does not effectively capture information on those students who obtain the skills they need for employment, but do not complete the degree requirements.

Action: The Automotive program faculty will identify Early Leavers with Marketable Skills (ELMS) for a focused assessment by Institutional Research.

AUT Finding 5: The dynamic technological shifts in the automotive industry, the cost to keep up with these changes, and the reality of insufficient state funding significantly impedes the program's ability to provide maintain current, relevant instructional equipment.

Action: The College obtained designation as a regional training site for General Motors, providing the College access to supplies, manuals and cars that are used for to train curricula students as well as GM clients. The Automotive program will pursue a similar arrangement with Chrysler Corporation.

MANAGEMENT

MGT Finding 1: Management students need more opportunities to enhance their communication skills in a structured environment.

Action Plan: The integration of communications into the Management curriculum has been intensified, especially oral communication. A joint venture with the Junior Achievement Office in Augusta, Ga. will provide students an opportunity to teach short, volunteer courses to Central Savannah River Area elementary school students.

MGT Finding 2: Stronger relationships between the management program and the business and industry community are needed to enhance employment opportunities for the graduates.

Action Plan: The cooperative work experience program is being assessed and revised to standardize procedures and improve its attraction to local businesses and industry.

MGT Finding 3: The demand for management generalists is decreasing. To be competitive, graduates need expertise in speciality areas.

Action Plan: The Management program has added one new certificate programs to the curricula and will offer three additional management speciality certificate programs in the 1996-97 academic year. These additions provide specialty focus based on service area needs and provide a focus for individuals needing to upgrade their management repertoire.

MGT Finding 4: The availability of distance learning technology at ATC will provide the Management program a broader base of resources to meet industry and business demand and greater flexibility in meeting student needs.

Action Plan: The Management program will explore the feasibility of developing distance education courses to help resolve scheduling problems with specific upper level courses that historically do not meet the minimum enrollment criteria.

3. Performance of Professional Program Graduates on Licensing and Certification Exams

Aiken Technical College has only two programs that produce graduates who can take licensing exams; the Practical Nursing (LPN) program and the Dental Assisting Program. The P.N. graduates take the National Council Licensure Examination For Practical Nurses (NCLEX-PN) and the Dental Assisting graduates take the Dental Assisting National Board Exam. The scores submitted to the College by the two boards are reviewed by the faculty of the respective program. Additionally, the faculty of both programs make a concerted effort to discuss the exam results with each student to ascertain any areas that could be better addressed through the curriculum.

Practical Nursing

The College's PN program utilizes a National League of Nursing exam to help students prepare for the exam. This test has proved to be reliable in predicting a student's potential to pass the NCLEX-PN and provides information that will help students identify their areas of weakness. The National Council only provides pass-fail information on persons sitting for the exam, so the exam results provide no program assessment information other than the pass rate. The PN faculty do contact each graduate who sits for the exam to discuss their perception of problem areas and how well the program prepared each student for the exam. These discussion revealed no areas of commonality that would require changes in the curriculum.

In 1995-96, 100% of the PN graduates sitting for the NCLEX-PN passed on their first attempt. Faculty discussions with the graduates have not identified any problem areas that would denote a need to revise curriculum or instructional methodology . Since October 1988, 208 of the 220 LPN graduates sitting for the NCLEX-PN have passed the exam on their first try, a 95% pass rate. Eight of these graduates have passed the exam on subsequent attempts, bringing the total pass rate to 99%.

Dental Assisting

Although the Dental Assisting (DAT) faculty encourage the program graduates to take the Dental Assisting National Board Exam to obtain certification status, this certification is not required for employment in South Carolina. The exam results provide the individual student's ranking in ten tested areas, compared to everyone taking that exam that month. Currently, the results are reported back to the College only for the August sittings.

Two of the three graduates sitting for the exam in 1995 passed it on the first try (66%). A review of the rankings for each area and discussions with the students indicated a need to reinforce office management procedures. This will be accomplished in 1996-97.

4. Reports of Program Changes that have Occurred as a Result of External Program Evaluations

This component is not applicable to our institutional type.

5. Academic Advising

This report was reported on last in 1995. Based on our schedule of reporting, it will be reported on next in 1997.

6. Entry-Level Placement and Developmental Education

The assessment of Developmental Education focuses on two factors. The first is the individual student's success in completing the requirements of the specific developmental courses they are enrolled in. The second focus in on the student's success in target courses once they have successfully exited the developmental courses.

The student success rate in completing Developmental English has increased over the past three years, meeting the established 70% success rate criteria in both 1993 and 1994. The success rate in developmental math and reading declined over this same period, math from 94% to 63% and reading from 80% to 64%.

The success rate in target courses for students exiting developmental English has declined from a high of 72% in 1992 to 62% in 1994. Developmental Math showed a small increase over this time period (26%, 33%, 29%) and reading remained consistent, (66%,69%,65%)

The success rate declines and the results of listening sessions with faculty and external constituents and one-on-one discussions with faculty, led to the conclusion that the developmental courses should be expanded from one course in each area to two courses in each area.

The Developmental Education department has developed a grant proposal to expand the tutor program and the writing center. A separate proposal has been developed for computer based math lab that will use software that can also support the college algebra courses.

The listening sessions identified a need for an assessment instrument to better identify the specific reading, math and English levels of the developmental students. In 1996-97, the Developmental Education department will research and select a more proscriptive assessment test to supplement the ASSET test.

One potential challenge for developmental students is the absence of the support system once they exit the developmental environment and enter their College courses. The Developmental Education department will explore processes to better prepare exiting students for the "culture shock" of moving into the academic programs.

7. Success of Entering Students in Meeting College or University Admissions Prerequisites

This component is not applicable to our institutional type.

8. Achievement of Students Transferring from Two to Four-Year Institutions

This component was reported on last in 1995. Based on our schedule of reporting, it will be reported on next in 1997.

9. Analysis of Undergraduate Retention and Attrition

No report submitted as of November 21, 1996.

10. Minority Student and Faculty Access and Equity

Minority Undergraduate Enrollment and Minority Undergraduate Degrees Earned

Category	1992			1995		
	African-American #	Total #	African-American %	African-American #	Total #	African-American %
A. Enrollment 1. Number and Percentage of African-American Undergraduate Students	774	2,376	32.6%	690	2,260	30.5%
B. Degrees Earned 1. Number and Percentage of African-American Associate Degree Recipients	69	262	26.3%	35	123	28.5%

11. Academic Performance of Student Athletes

This component is not applicable to our institution type.

12. Procedure for Student Development

Student Services and the procedures for student development are primarily assessed through a series of student surveys that provide information on student perception of the quality of and quantity of services provided and the impact of the College on specific areas of their development and informal feedback from students, faculty and staff. The survey respondents have consistently rated the various student services functional areas between 4.5 and 5.0 on a 6.0 scale, indicating a high degree of satisfaction.

Aiken Technical College graduates and non-returning student populations rate the College high in its impact on their personal development. The two lowest rated areas were " understanding other philosophies and cultures" and " respecting other philosophies and cultures". The college has initiated joint activities with USC-Aiken for Black history month and conducted on site activities featuring other cultures. There was an increase in the percentage of the 1994-95 graduates indicating that the college

had impacted their development in respecting other cultures. The college will continue to sponsor activities that help promote understanding and respecting other cultures.

13. Library Resources and Services

This component was reported on last in 1995. Based on our schedule of reporting, it will be reported on next in 1997.

14. Administrative and Financial Processes and Performance

This component was last reported on in 1994 and will next be reported on next in 1997.

15. Facilities

This component was last reported on in 1994 and will next be reported on next in 1997.

16. Public Service

This component is not applicable to our institutional type.

17. Research

This component is not applicable to our institutional type.

CENTRAL CAROLINA TECHNICAL COLLEGE

Introduction

The Institutional Effectiveness Components assessed for the 1996 reporting cycle were as follows: Majors, Performance of Professional Program Graduates on Licensing and Certification Examinations, General Education, Entry-Level Placement and Development Programs, Analysis of Undergraduate Retention and Attrition, and Procedures for Student Development.

The following Institutional Effectiveness components will be reported on in the year noted: Academic Advising (1997), Library Resources and Services (1997), Administrative and Financial Processes and Performance (1997) and Facilities (1997).

The Institutional Effectiveness components not listed above are not applicable to Central Carolina's Institutional Effectiveness reporting process or will be reported on by the Commission on Higher Education (CHE.). The components that are not applicable to Central Carolina Technical College or that will be reported by CHE are as follows: Program Changes That have Occurred as a Result of External Program Evaluations (CHE), Success of Entering Students in Meeting College or University Admissions Prerequisites (CHE), Academic Performance of Student Athletes (not applicable), Public Service (not applicable), and Research (not applicable).

The assessment process for Central Carolina's academic and administrative programs focuses on the development of the program institutional effectiveness outlines for each program, which are developed annually as part of the College's Institutional Effectiveness System. The programs' institutional effectiveness outlines include the following: 1)describes the program's relationship to the College's mission statement, 2) identifies program outcomes and assessment criteria, and 3)identifies how the assessment results will be used to improve the program.

1. General Education

Central Carolina Technical College's general education program requires students in the associate degree programs to complete fifteen semester hours and students in the diploma program to complete eight semester hours. When students complete the general education program, they will be able to: 1) demonstrate the effective use of quantitative skills in personal and professional settings; 2) communicate clearly and effectively in standard English; 3) develop an understanding and appreciation of the literary, visual and performing arts throughout the history of civilization; and, 4) examine values, attitudes, beliefs and habits which define the quality of life. A list of general education competencies has been identified for all general education core courses.

The mastery of general education competencies in the transfer degree programs and in the applied associate degree programs were determined by analyzing the students' rate of success in general education core courses in each area.

The general education assessment findings were based upon the performance of core course completers. Seventy-eight percent of the completers demonstrated mastery of the general education competencies. Specifically, transfer degree program completers attained 81 percent mastery, while the applied associate degree completers demonstrated 74 percent mastery of general education competencies.

As a result of the general education assessment, the Arts and Sciences division will implement the following activities in academic year 1996-97.

1. Implement a writing sample in May 1996 for placement into entry-level English courses to ensure effective placement.

2. Revise the general education exit exam questions to ensure compatibility with general education program and core courses

2. Majors or Concentrations

Central Carolina Technical College implemented its assessment of associate degree programs in the 1991-92 academic year. In the 1992-93 academic year, the program faculty identified a common list of assessment instruments to be used for program assessment. The assessment instruments are as follows: graduate exit surveys or interviews, locally developed program exit examinations, employer surveys, advisory committee reports, student retention reports, and program placement rate reports. In the 1995-96 academic year, the Division of Academic and Student Affairs redesigned the program review process for associate degree programs from three year cycles to an annual cycle.

There were four majors scheduled to be assessed in the 1995-96 academic year. The programs were Machine Tool Technology, Automotive Technology, Accounting and Management.

Due to graduation and placement rates, two majors', Machine Tool Technology and Automotive Technology were discontinued as degree programs this year. These programs are being offered as diploma programs and are not reported on in this report.

Accounting- The assessment results of the accounting program were as follows. The student survey was administered to continuing and graduating students. Thirty-six students were surveyed. The student survey results indicated that 88 percent of the continuing students felt the program provided quality instruction and sufficient offerings to meet their educational goals. Two major weaknesses were identified by the respondents. The continuing students identified a need for more computer applications in all accounting courses to keep abreast with new technology. The graduates' surveyed indicated a need for computer applications for more efficient job placement. Nine percent of the graduates surveyed indicated that additional computer application knowledge would have improved their job placement opportunities.

Management- The assessment results of the Management Program were as follows. Of the 31 students who responded to the continuing/graduate student survey, 80 percent felt that the qualities of instructors and program offerings were the program strengths. They identified a need for more prerequisites and increase emphasis on job placement as weaknesses of the program. The thirteen program graduates who took the program exit examination all passed the exam with at least a 75 percent score or better. However, all students experienced difficulty with the questions related to quality management. The program exceeded its 85 percent graduate placement goal. While 100 percent of the graduates were placed in jobs related to their fields, graduates'surveyed indicated that they were not satisfied with Computer application skills taught in the program.

Four action plan objectives were derived from the assessment study of the Accounting and Management programs, and these objectives are scheduled for implementation in these programs during the 1996-97 academic year. These objectives are delineated below:

1. To revise course syllabi and objectives to increase computer application offerings in accounting and management courses;

2. To provide training opportunities for accounting and management faculty through the College's Professional Development Program to upgrade skills in new computer applications;

3. To develop a departmental procedure to ensure graduates take the program exit examination; and,

4. To review and modify (if necessary) the list of prerequisites offered to management students.

3. Performance of Professional Program Graduates on Licensing and Certification Examination

Currently, the College has only one Associate Degree licensure program --the Associate Degree in Nursing. During the 1995-96 academic year, the nursing department assessed two major program outcomes for program graduates during this reporting cycle. The program outcomes were as follows: 1) 90 percent of graduates will pass the NCLEX-RN examination on the first writing; and, 2) within one year of graduation, 90 percent of all graduates will be employed. The program outcomes for student performance on the licensing examination exceeded the 1995-96 goals. All twenty-six 1995 Associate Degree graduates passed the NCLEX-RN examination; therefore, the department experienced a 100 percent pass rate. The outcome for employment rate was also met. All twenty graduates from the 1994-95 academic year are employed.

The department will continue to focus on the two program outcomes listed above for the Associate in Nursing Program. The data will be reported during the next reporting cycle.

4. Reports of Program Changes that have Occurred as a Result of External Program Evaluations

This component is not applicable to our institutional type.

5. Academic Advising

This report was reported on last in 1995. Based on our schedule of reporting, it will be reported on next in 1997.

6. Entry Level Placement and Developmental Programs

The performance on the College's accepted placement examinations of 1,500 applicants for admission to degree programs from May 1995 through April 1996 was assessed. Analysis revealed that 49 percent of the applicants qualified for admission directly into the program of their choice; 33 percent of the applicants were required to take one or two remedial courses and 16 percent of the applicants were required to enter a full-time developmental program for at least one semester. Two percent of the applicants were referred to the adult basic education programs in the public school districts.

The performance of students who had previously completed developmental reading, English and math courses were compared with that of students in the same curriculum courses who had not taken developmental courses. Analysis showed that the college's outcome was met-- students who had completed developmental courses in mathematics, English and reading performed as well as the students who did not take developmental courses. However, the analysis did reveal that the students who had completed developmental courses in mathematics did not perform as well in the curriculum math courses as the English and reading students did. As a result of this assessment, one change in the developmental program will be made. A Mathematics 100 prep course will be added to the curriculum in Fall 1996. The results of this change will be discussed in the next reporting cycle.

7. Success of Entering Students in Meeting Colleges or University Admissions Prerequisites

This component is not applicable to our institutional type.

8. Achievement of Students Transferring for Two to Four-Year Institutions

This component was reported on last in 1995. Based on our schedule of reporting, it will be reported on next in 1997.

9. Analysis of Undergraduate Retention and Attrition

The College has established a standard of 70 percent retention for students in all programs. "Attrition" is defined as "the percentage of students who continue their education from term-to-term and reach their educational objectives." The 1995-96 assessment study was based upon Fall 1994 to Spring 1995 term and produced a 71 percent retention rate for all programs. Ten degree programs--Marketing, Office Systems Technology, Management, Engineering Graphics Technology, Civil Engineering Technology, Nursing, Electronic Technology, Associate in Arts, Associate in Science, and Natural Resource Management had a 70 percent or better student retention rate for this period.

There were five programs with student retention rates below 70 percent. They were Legal Assistant/Paralegal, Environmental Engineering Technology, Criminal Justice Technology, Computer Technology, and Accounting. The College will revise the campus-based retention process and the intrusive academic advising process in 1996-97 to address student retention rates.

10. Minority Student and Faculty Access and Equity

Minority Undergraduate Enrollment and Minority Undergraduate Degrees Earned

Category	**1992**			**1995**		
	African-American #	Total #	African-American %	African-American #	Total #	African-American %
A. Enrollment						
1. Number and Percentage of African-American Undergraduate Students	884	2,412	36.6%	801	2,207	36.3%
B. Degrees Earned						
1. Number and Percentage of African-American Associate Degree Recipients	37	174	21.3%	46	173	26.6%

11. Academic Performance of Student Athletes

This component is not applicable to our institutional type.

12. Procedure for Student Development

Students attending day and evening classes were surveyed to assess their opinions about the College's programs, services, facilities, and the degree to which they felt that their college experience had helped them develop in certain areas. Those items on which 15 percent or more of the respondents indicated that they were less than satisfied were as follows: food service/canteen, library facilities, student parking, campus bookstore, and availability of courses wanted. The only area in which the respondents felt that they achieved less growth than they had wanted was in their ability to manage stress. In all other areas their actual growth either met or exceeded their desired level of growth.

The Student Affairs Division along with other College Divisions will address weaknesses as part of the academic planning for the Fall 1996 semester. In addition, the Student Affairs Division will develop student competencies.

13. Library Resources and Services

This component was reported on last in 1995. Based on our schedule of reporting, it will be reported on next in 1997.

14. Administrative And Financial Processes and Performance

This component was reported on last in 1994. Based on our schedule of reporting, it will be reported on next in 1997.

15. Facilities

This component was reported on last in 1994. Based on our schedule of reporting, it will be reported on next in 1997.

16. Public Service

This component is not applicable to our institutional type.

17. Research

This component is not applicable to our institutional type.

CHESTERFIELD-MARLBORO TECHNICAL COLLEGE

Introduction

This summary report for Chesterfield-Marlboro Technical College includes the following components: General Education, Majors or Concentrations, Performance of Professional Program Graduates on Licensing and Certification Exams, Entry-Level Placement and Developmental Education, Analysis of Undergraduate Retention and Attrition, and Procedures for Student Development.

The following components will be reported on in the year indicated: Academic Advising (1997), Achievement of Students Transferring from Two to Four Year Institutions (1997), Library Resources and Services (1998), Administrative and Financial Processes and Performance (1997), and Facilities (1997).

The following component is reported by CHE: Minority Student and Faculty Access and Equity.

The following components are not applicable to our institutional type: Reports of Program Changes That Have Occurred As A Result of External Program Evaluations, Success of Entering Students in Meeting College or University Admissions Prerequisites, Academic Performance of Student Athletes, Public Service, and Research.

1. General Education

CMTC has made significant progress toward general education assessment because of the decision to define our general education activities in terms of competencies. The faculty felt that this definition provided a measurable set of standards which can be assessed through student outcomes assessment as well as through student perception assessment. The first step following the definition of the competencies, the review of all general education courses, has resulted in a close inspection of course content, a sharing of responsibility for the reinforcement of expected skills in several majoor courses, and to provide an improved means of communicating expectations or goals to students.

Assessment activities during this time have been coordinated with the Office of Institutional Research so that existing surveys/questionnaires have included questions regarding general education. Overall results of these surveys indicate student satisfaction with their general education preparation at CMTC, with multicultural education being the main area for needed improvement. Multicultural education was also reflected in the faculty review as the area in which they felt additional focus was needed.

2. Majors or Concentrations

Industrial Electronics Technology

The Industrial Electronics Technology major at Chesterfield-Marlboro Technical College is managing to maintain current curriculum content, as reflected by advisory committee input, employer satisfaction results, and placement of students in related jobs. Faculty have participated in professional development activities and part-time faculty contribute to the relevancy of the curriculum. The major needs of this program are sufficient and current equipment for instruction and additional laboratory space. These needs are currently being addressed through efforts to secure external funding and a facilities review.

3. Performance of Professional Program Graduates on Licensing and Certification Exams

The NCLEX pass rate for Practical Nursing students is 100% for three graduating classes; additionally, the placement rate is 100% for three classes with a graduation rate of 75% of those accepted in the program.

4. Reports of Program Changes That Have Occurred As A Result of External Program Evaluations

This component is not applicable to our institutional type.

5. Academic Advising

This component was reported on in 1995. Based on our schedule of reporting, it will be reported on next in 1997.

6. Entry-Level Placement and Developmental Education

Assessment of this component included a review of the process by which students are identified as needing to upgrade entry-level skills, an examination of retention in DVS courses, review of student performance in targeted credit courses (DVS v.s. non-DVS), and an examination of one-term completion rates for those students requiring remediation.

The ASSET (a skill assessment test published by American College Testing) has been used for admissions at CMTC since the late 1980's. Determination of the need for DVS is made after reviewing ASSET scores and writing samples. At least every three years, a review of cut-off scores is conducted which may result in recommendations for curriculum changes.

In a profile of remedial education students based on a recent report of the American Council on Education, approximately thirteen percent (13%) of all undergraduates reported they took at least one remedial or developmental course during the 1992-1993 academic year. The percentage of CMTC's fall enrollment in DVS courses (ranging from 7.8-12.9% and averaging 9.95% over a four-year period) is in line with these statistics.

Analysis of completion/retention data reveals a very high retention rate to end of term (89% average during the period studied) for students enrolled in DVS courses. Very few (6.25% average during the period studied) who met their DVS goals failed to return the following term.

For the first three years examined, well over half of these students completed their DVS goal. The fall 1995 term reflected a sharp decline in completions (25%), thus a sharp increase in non-completions (67%). This is when Reading guidelines were reviewed, new guidelines enforced, and Reading 100 was added to the curriculum.

A comparison of performance (grades achieved) in specific courses between DVS and non-DVS students was made during this review period. The review involved both "bridge" or "transitional" courses and initial credit-level courses for each of the developmental areas. This review was somewhat uneventful; however, revealed the following: 1) the percentage of former DVS students receiving a B grade in English courses and the percentage receiving either a B or a C are steadily increasing over the past three years; 2) overall, grades achieved by non-DVS students appear in more consistent percentages throughout the three tracking areas than former DVS students who show a wide disparity in grades achieved; and 3) the completion rates for Math and English are significantly higher than that for Reading which may partially be accounted for by dual methods for determining eligibility for progression to the next course.

7. Success of Entering Students in Meeting College or University Admissions Prerequisites

This component is not applicable to our institutional type.

8. Achievement of Students Transferring from Two to Four Year Institutions

This component was reported on last in 1994. Based on our schedule of reporting, it will reported on next in 1997.

9. Analysis of Undergraduate Retention and Attrition

CMTC's Retention Committee was charged with the responsibility of conducting the assessment of retention and attrition. Regular committee meetings and work assignments over an extended period of time allowed for participation from a cross-section of institutional and operational areas. Committee structure included faculty, staff, and student representation.

Follow-up measures recommended to the college administration at the end of the previous review period included designing and administering a retention survey, requiring a reason on every drop form processed, strengthening preventive measures such as student Listening Sessions and early alert referrals from instructors, and structuring consistent advisor follow-up campus-wide on non-returning students.

Several suggestions were revised following examination by the committee. 1) The committee determined that designing and administering a retention survey is not needed, since sufficient data is already being captured to establish a retention database and begin a longitudinal study. The related objective was revised and included for the next assessment period. 2) The Retention Committee agreed that all definitions of retention currently being used must be retained. What is needed is to make certain that the specific definition or measure of retention reflected in an MIS or other report is stated whenever the data is utilized.

A few changes were made as a result of the study. A review of drop forms for Spring 1996 showed a significant decrease in "unknowns"; therefore, more forms reflected specific withdrawal reasons. This is probably due to increased faculty and staff emphasis on obtaining a reason on the form. Measures are being instituted effective Fall 1996 to assure consistency in choice of reason for withdrawal by restructuring and redefining the choices available on the database. Restricting use of "other" as a reason for withdrawal to data entry staff will provide more accurate measures for follow-up purposes.

Analysis of available data used to determine whether or not "excessive absences" withdrawals were also "early alert" referrals indicated that further review is needed over an extended period of time. Evaluation will continue during the next assessment period.

Strategies regarding Listening Sessions which were identified and referred to administration include: 1) hand-delivering invitations to participate in Listening Sessions instead of mailing them; 2) expanding sessions to include spring sessions; 3) informing students of topics for discussion; 4) distributing comments and responses to participants and Retention Committee members, posting on bulletin boards in classrooms; 5) restructuring staff composition in Listening Sessions; 6) expanding contact with administration (President); 7) changing response format; and 8) using media presentation to expose all students to orientation information. Outcomes will be reported during the next review period.

10. Minority Student and Faculty Access and Equity

Minority Undergraduate Enrollment and Minority Undergraduate Degrees Earned						
Category	1992			1995		
	African-American #	Total #	African-American %	African-American #	Total #	African-American %
A. Enrollment 1. Number and Percentage of African-American Undergraduate Students	262	960	27.3%	344	1,030	33.4%
B. Degrees Earned 1. Number and Percentage of African-American Associate Degree Recipients	19	90	21.1%	12	71	16.9%

11. Academic Performance of Student Athletes

This component is not applicable to our institutional type.

12. Procedures for Student Development

The number of minority students enrolled increased from 32.3% in 1994 to 34% in 1995. While we cannot scientifically prove the increase resulted from focused efforts on providing cultural diversity activities, we feel these activities contributed significantly. Two new activities featured a speaker who visited Beijing, China for an international women's conference. Approximately 90 students attended this program. The Martin Luther King program was held at four different times during a class day. About 200 students participated in these programs. Also, on campus evening classes participated in the Alpha Omega Players' drama production.

Required student assemblies included a presentation on cultural diversity and a musical presentation. All assemblies are held during class time.

Classroom instructors utilized the materials purchased (tape and workbooks focusing on cultural diversity and developing an appreciation for diversity and six videos on various aspects of African American life and art) to enhance classroom lectures.

Listening sessions revealed that day students' impressions of orientation were positive and they felt favorably influenced their college experience. However, expansion is needed to include orientation for late registrants who do not currently receive any type of orientation. The development of an orientation video would provide not only an avenue for providing this service to late registrants, but would also serve CMTC's distance learning sites.

Orientation is not presently mandatory and the intended impact may be lessened because students with weaker academic skills may not take advantage of the opportunity. Mandatory orientation would ensure that all students are exposed to the necessary information.

CMTC developed a rating system for extracurricular activities after students expressed the desire for more activities with a family focus. This system provides guidance for students in determining whether or not their families should attend.

CMTC's Alumni Survey contains several questions which have been selected for longitudinal review in assessing students' personal development. Analysis of alumni survey results will chart response trends of two individual alumni groups (one-year out and three-years out) and also compare one-year responses to three-year responses. This expansion will be included for the next report period.

13. Library Resources and Services

This component was reported on last in 1995. Based on our schedule of reporting, it will be reported on next in 1998.

14. Administrative and Financial Processes and Performance

This component was reported on last in 1994. Based on our schedule of reporting, it will be reported on next in 1997.

15. Facilities

This component was reported on last in 1994. Based on our schedule of reporting, it will be reported on next in 1997.

16. Public Service

This component is not applicable to our institutional type.

17. Research

This component is not applicable to our institutional type.

DENMARK TECHNICAL COLLEGE

Introduction

This 1996 Summary Report includes the following components prepared by Denmark Technical College: General Education, Majors and Concentrations, Licensing and Certification Exams, Developmental Programs/Entry-Level Skills, Retention and Attrition, Student Development and Student Services. In addition the Commission on Higher Education will report on Minority Student and Faculty Access and Equity.

Five components are not applicable to the two year colleges: Reports of Program Changes that have Occurred as a Result of External Program Evaluations, Success of Entering Students Meeting College or University Admissions Prerequisites, Academic Performance of Student Athletes, Public Service, and Research.

The remaining components will be reported on in the annotated year: Academic Advising (1997), Achievement of Students Transferring from Two to Four Year Institutions (1997), Library Resources and Services (1998), Administrative and Financial Processes and Performance (1997), and Facilities (1997).

1. General Education

General Education provides students with skills as well as a breadth of understanding of the humanities, sciences, and social sciences -- the underpinning and context for specialized knowledge. At Denmark Technical College students enrolled in the Associate of Arts and the Associate of Science degree programs are required to take 63 credits and 62 credits of General Education, respectively. Those in the other Associate degree programs are required to take 15 credits of General Education, and those in the one-year diploma programs must take 9 credits of General Education.

The General Education Competencies identified by the faculty are as follows: 1) oral communication; 2) written communication; 3) critical thinking skills; 4) math/computational skills; 5)understanding human behaviors, cultures, and organizations; and 6) computer literacy. Student success rates in courses taken to meet General Education Competencies were identified as the assessment measure.

The General Education student success rate overall was 81% for 1995. The College met its first General Education Assessment Goal of achieving an overall student success rate of 80%. The second goal of achieving a student success rate of 75% in each of the competency areas was met in 5 of the 6 General Education Competency Areas. A second assessment measure of General Education was drawn from the 1996 Student Exit Survey. Students who applied for graduation were asked to indicate their level of satisfaction with the content of their General Education courses. Of the one hundred fifteen (115) students who completed the survey, 19% did not take General Education Courses. Of the 93 students who did take General Education Courses, 92.5% said they were either very satisfied or satisfied with the course content. Twenty-four percent (24%) said they were very satisfied with the course content.

The assessment results were shared with the Academic Council and the Executive Council. Based on the results the Academic Affairs area decided to review the General Education Competencies and the instructional methodology in General Education courses to determine what changes are needed to increase the student success in attaining General Education competencies.

2. Majors or Concentrations

Denmark Technical College assesses majors in two ways. One way is with a model based on the CHE funding formula which documents the amount of funds generated by the faculty teaching in the discipline. The second way is by using the Academic Program Evaluation System established by the State Technical College System.

Based on the results of the first analysis of four(4)years of data, two thirds of the major program areas generated enough funds to pay for the cost of the program. These programs either had a high number of majors, such as Barbering, Cosmetology, Early Childhood Development, or Human Services, or they provided courses which served students in addition to their majors, such as the Arts and Sciences, and Computer Technology.

The Academic Program Evaluation System analysis gave the results in three areas: completions, job placement, and enrollment. The results of the assessment of the number of completions in the associate degree and diploma programs indicated that 77% of the programs met the criteria of having 6 students complete the program either in the most recent year or of having an average of 6 students complete the program during the last 3 years.

A phone survey was used to determine the job placement rate for each program. The results of the phone survey showed that more than 50% of the graduates were employed in their area of training for all of the programs. For 82% of the associate and diploma programs, 100% of the graduates were placed in jobs.

Ten of the fourteen (14) major program areas met the Academic Program Evaluation enrollment criteria of having 16 head count students for 12 FTE in the associate programs and 12 head count students for 9 FTE in the diploma programs. Eight (8) of those programs were Associate Degree programs and 2 were diploma programs.

3. Performance of Professional Program Graduates on Licensing and Certification Exams

Denmark Technical College has two programs that have licensing exams: Barbering and Cosmetology. Barbering graduates take the Apprentice Barbering Examination, Cosmetology graduates take the South Carolina State Board of Cosmetology Examination. The passing rates on both of these exams have historically been very good. In 1995-96, 4 graduates took the Cosmetology licensing exam, 3 passed for a rate of 75%. In Barbering, 6 graduates took the licensing exam, and 6 passed for a 100% passing rate. Due to the difficulty in tracking these students after they graduate to determine the number of graduates who take the exam, as of 1996-97, taking the licensing examinations has been incorporated in the program requirements for both programs.

4. Reports of Program Changes That Have Occurred As A Result of External Program Evaluations

This component is not applicable to our institutional type.

5. Academic Advising

This component was last submitted to the Commission on Higher Education in July, 1994. Based on our schedule of reporting, a report for this component will be submitted next to the Commission on Higher Education in July, 1997.

6. Entry-Level Skills and Developmental Education

At Denmark Technical College the ASSET is administered as a placement examination for Reading, Mathematics, and English. Students who attain a designated score on the ASSET exam are placed in college level courses. The other students are given additional assistance through Developmental Education courses which are a part of the Transitional Studies Program. In addition to regular classroom and individualized instruction, this program provides academic assistance in the PLATO Learning Skills Lab, tutoring, and close academic counseling. The assessment measures used were student success rates in achieving Developmental Education competencies and a comparison of the success rates of Developmental and non-Developmental students in identified target courses.

The assessment indicated that students success rates in the English and Reading skill areas were higher than in Mathematics. As a result of the program assessment, the Transitional Studies faculty decided to review the alignment of the competencies in the skill areas with the instructional methods used in the courses. The comparison of success rates in target courses between Developmental and Non-Developmental students showed that Developmental Students have a higher success rate in those courses than the Non-Developmental students. However, the number of Developmental Education Students who enrolled in the target courses decreased over the last three years. Therefore, the responsibility for registering Developmental Education students in the target courses as they leave Transitional Studies was transferred to the Transitional Studies advisors.

7. Success of Entering Students in Meeting College or University Admissions Standards

This component is not applicable to our institutional type.

8. Achievement of Students Transferring from Two to Four Institutions

This component was last submitted to the Commission on Higher Education in July, 1995. Based on our schedule of reporting, a report for this component will be submitted next to the Commission on Higher Education in July, 1997.

9. Analysis of Undergraduate Retention and Attrition

Denmark Technical College has in place an attendance monitoring and advising process which is designed as an early alert system to reach students who demonstrate a potential for dropping out. An assessment of this process this year indicated that as the enrollment from the service area has increased, the number of new first-time full-time students has declined. The average three-year fall to spring semester retention rate was 70.4% for 1993-94 through 1995-96. The fall to spring retention rate went from 72% in 1993-94 to 71% in 1994-95 to 69% in 1995-96. Based on the results of the assessment, the College has made increasing its retention rate an institutional goal. In August, 1996, the Vice President for Academic Affairs will establish a broad-based Retention Task Force to establish and monitor a holistic retention program in 1996-97.

10. Minority Student and Faculty Access and Equity

Minority Undergraduate Enrollment and Minority Undergraduate Degrees Earned						
Category	1992			1995		
	White #	Total #	White %	White #	Total #	White %
A. Enrollment 1. Number and Percentage of White Undergraduate Students	25	597	4.2%	38	842	4.5%
B. Degrees Earned 1. Number and Percentage of White Associate Degree Recipients	3	120	2.5%		93	

11. Academic Performance of Athletes

This component is not applicable at our institution.

12. Procedures for Student Development

The Mission of Denmark Technical College includes a commitment to offering "a well-balanced education for its students through quality educational programs, co-curricular activities, social activities, residential and cultural experiences." To fulfill this mission the College offers services which guide students and prospective students in their selection of career paths, assist them in the transition into higher education, maximize their chances for success, and enhance their potential for personal and educational growth.

The Student Services Division at Denmark Technical College includes the following: 1) Recruiting and Admissions; 2) Financial Aid; 3) Orientation and Registration; 4) Testing and Counseling; 5) Student Records; 6) Student Activities; 7) Residential Housing; 8) Career Planning and Placement; and 9) Health Services.

The assessment measures used to address this component were the Fall 1995 and Spring 1996 Student Surveys and the 1996 Student Exit Survey. Overall, both the enrolled students and those preparing to graduate rated Student Services as good to excellent. Services which rated high with both groups were taking the ASSET exam, advising by the counselors, and receiving Financial Aid.

The assessment of Student Development and Student Services resulted in the decision to strengthen the residential student life program and the student activities program. Career Planning and Placement was also more closely aligned with the academic programs.

13. Library Resources and Services

This component was last submitted to the Commission on Higher Education in July, 1995. Based on our schedule of reporting, a report for this component will be submitted next to the Commission on Higher Education in July, 1998.

14. Administrative and Financial Processes and Performance

This component was last submitted to the Commission on Higher Education in July, 1994. Based on our schedule of reporting, a report for this component will be submitted next to the Commission on Higher Education in July, 1997.

15. Facilities

This component was last submitted to the Commission on Higher Education in July, 1994. Based on our schedule of reporting, a report for this component will be submitted next to the Commission on Higher Education in July, 1997.

16. Public Service

This component is not applicable to our institutional type.

17. Research

This component is not applicable to our institutional type.

FLORENCE-DARLINGTON TECHNICAL COLLEGE

Introduction

This Summary report for Florence-Darlington Technical College (FDTC) includes the following components: General Education, Majors and Concentrations (Associate in Art, Associate in Science, Criminal Justice, Legal Assistant/Paralegal, Health Information Management, Medical Laboratory Technology, Radiological Technology, Respiratory Care, Accounting, Automotive Technology, Chemical Technology, Computer Technology, Engineering Graphics Technology, Office Systems Technology, Direct Care Specialist, Automated Office, Industrial Electricity/Electronics, Welding), Performance of Professional Program Graduates on Licensing and Certification Exams, Entry Level Placement and Developmental Education, Analysis of Undergraduate Retention and Attrition, and Procedures for Student Development.

The following components will be reported on in 1997: Majors and Concentrations, Performance of Professional Program Graduates on Licensing and Certification Exams, Academic Advising, Achievement of Students Transferring from Two to Four Year Institutions, Library Resources and Services, Administrative and Financial Processes and Performance, and Facilities.

The following components will be reported on by CHE: Reports on Program Changes that have Occurred as a Result of External Program Review, Success of Entering Students in Meeting College or University Admissions Prerequisites, and Minority Student and Faculty Access and Equity.

The remaining components are not applicable to this institution: Academic Performance of Student Athletes, Public Service, and Research.

1. General Education

General Education provides students with skills as well as a breadth of understanding of the humanities, sciences, and social sciences - the underpinning and context for specialized knowledge. At Florence-Darlington Technical College the general education core of all associate degrees consists of oral and written communication, mathematics/science, social science, and humanities/fine arts.

Each of the courses in the General Education core has course competencies included in its syllabi. Students in these courses are tested on competency-based unit and exit examinations in these courses. The grading scale varies among disciplines with 78% or 70% of mastery required to earn a grade of "C" or better. Each core discipline has established the goal that a minimum of 70% of the students who complete a general education core course earn a grade of "C" or better. This goal was met in all disciplines.

In addition to evaluating student competency on an exit examination, various general education departments perform other institutional effectiveness activities. The MATHEMATICS department works with curricula across campus to provide appropriate mathematics instruction in order to prepare students to successfully complete their respective programs and to prepare for transfer opportunities. Students who completed math courses took a locally developed exit examination covering the respective course competencies. During Fall semester, seventy-five percent of the students scored above 67.7 on their respective exams. A survey of graduates was conducted to determine the satisfaction of students with mathematics courses and their preparation for program completion and job success. Ninety-three percent were either satisfied or very satisfied with the course content. Eighty-eight percent were either satisfied or very satisfied with job or transfer preparation. Using in-class surveys, students were asked to assess their entry and exit attitude toward mathematics. For all three terms, 84% assessed the attitude as the same or better in terms of satisfaction.

The ENGLISH department teaches written communication skills needed by students on the job and for transfer opportunities. The performance of students on the final essay exam for English Composition I (ENG 101) was assessed to determine their competency levels on content, organization, and mechanics. On a 4.0 scale, the average for all ENG 101 sections assessed were as follows: Content 2.79, Organization 2.98, and Mechanics 2.8. Information from the assessment of ENG 101 essay exams was helpful for the department to develop a test bank of new writing prompts for the final exam.

The SOCIAL SCIENCES department is continuing to look at students' assessment of personal growth as a result of taking a psychology/sociology course by studying student questionnaire data regarding their view of their progress. Students have responded favorably with a score of 4 or better on a Likert Scale of 1-5.

2. Majors or Concentrations

Florence-Darlington Technical College continues to utilize the DACUM process to assist in program review. The Objectives for this process are listed below:

Objective I
Identify program competencies for each of the curricula programs by utilizing the DACUM(Develop a Curriculum) process and program effectiveness data.

The DACUM process is a valuable tool that can be used to identify business/industry requirements and program competencies. Moreover, data from reports and surveys will be utilized to enhance decision making. DACUM reviews for each curriculum will be conducted according to a predetermined 5 year cycle.

Objective II
Develop a Curriculum Revision Plan for each of the curricula programs.

Objective III
Based on the Curriculum Revision Plan for each curricula, a valid assessment program will be fully developed.

Objective IV
Faculty will participate in an in-service training workshop to develop new and enhance current instructional methodologies for use in the classroom.

INTENDED OUTCOMES:

The DACUM process will enhance undergraduate instruction at Florence-Darlington Technical College in the following manner:

(1) The development and implementation of new and /or revised program competencies for instructional programs will be provided through broad-based involvement of faculty members, administrators, and employers.

(2) All curricula will be systematically and completely reviewed for validity of program competencies as required by employers.

(3) Instructional strategies will become more commensurate with student learning needs, which will increase retention.

(4) Students will understand program competencies upon enrollment in a specific program and will be able to establish individual goals accordingly, which will also increase retention.

(5) Through the DACUM process, the credibility of the College's programs will be established within the employment community, leading to increased confidence in Florence-Darlington Technical College's capability to meet current and future employer needs.

(6) Enrollment will increase and more students will be attracted to the College because of its improved academic credibility and renewed support from the business community.

(7) Student grades on comprehensive exit examination will indicate that at least 75% of Florence-Darlington Technical College graduates of associate degree programs scored at the 80% level of competency on comprehensive exit examinations.

(8) The assessment of instructional programs will be in accordance with the accreditation criteria established by the Southern Association of Colleges and Schools.

In addition to the Institutional Effectiveness Records and the DACUM process, all programs at Florence-Darlington Technical College utilize Program Effectiveness data. This data consists of feedback from surveys and State program evaluation reports. Over the past five years, the College has experienced extremely high placement rates for graduates. The rate has substantially exceeded the Tech System over the past five years.

ASSOCIATE IN ARTS

Florence-Darlington Technical College has been offering the Associate in Arts College Transfer Degree since the Fall of 1990 with the first graduates in 1992. Each year, the number of graduates of this associate degree increases with twelve graduates in this evaluation year. In addition, graduates are continuing their education with 80% of the 1994-1995 graduates continuing their higher education. For the 1995-1996 year, twenty-four graduates have qualified and are expected. This program grows stronger with each passing year and as a viable transfer program that generates needed FTE's.

ASSOCIATE IN SCIENCE

Forty-three percent of the graduates in the reporting year chose to pursue a second degree in Allied Health or Nursing from FDTC. An equal percentage obtained jobs in the local area. Fourteen percent elected to continue their education at MUSC. A CHE mandate enabled graduates with an Associate of Science degree to transfer a greater number of courses to senior level institutions.

CHEMICAL ENGINEERING TECHNOLOGY

A new degree program which has produced a limited number of graduates. However, the graduates have been very successful in finding employment in the field or continuing their education at a senior level institution. Many of the current graduates are participating in a Special Schools pre-employment training program for Roche Carolina.

DIRECT CARE SPECIALIST

This certificate program was eliminated due to low enrollment. The Nursing Assisting program offered through the office of Continuing Education meets the community's needs in this area.

HEALTH INFORMATION MANAGEMENT

All of the program graduates for the reporting year are employed in the field. An internal mock licensure exam was administered to all second year students. All students passed the mock exam; however, it did not prove to be a very reliable tool for predicting success rates on the national certification exam. The program did not meet departmental or divisional goals in terms of success rates on licensure exams. Recent faculty employment is expected to positively impact success rates.

MEDICAL LABORATORY TECHNOLOGY

No major problems were identified during the NAACLS site visit. As a result, it is anticipated that the program will be approved for re-accreditation. Seventy-five percent of the graduates passed the national certification examination. A detailed analysis of those areas in which graduates scored below the national average was conducted. Curriculum courses were revised to place more emphasis on the immune system, biochemistry, and hematology.

RADIOLOGIC TECHNOLOGY

One hundred percent of the program graduates in the reporting year passed the ARRT Certification Exam, and all are employed as Rad Techs. The program had a thirty-one percent rate of attrition which is average for a program of this type.

RESPIRATORY CARE

One hundred percent of the students who completed the first year of the program passed the NBRC Entry Level Exam. However, none of the completers decided to work at the technical level. All chose to complete the second year of the program. The attrition rate through the second year was only eight percent. All associate degree graduates were successful in finding employment as therapists.

INDUSTRIAL ELECTRICITY/ELECTRONICS

Placement of graduates continues to be a major success of the program. Job openings greatly exceed the graduates available to fill positions. The lead faculty member for the program has been involved in Tech Prep activities to improve instruction and maintains very close contact with area industries. Articulation agreements have been made with all high schools and vocational centers in the service area that have electronics programs. Final CHE approval has been obtained to begin an Electro-Mechanical Engineering Technology program which will become the parent program of Industrial Electricity/Electronics. This new program was created at the request of area industry to meet their need for trained maintenance technicians.

AUTOMATED OFFICE

The purpose of the Automated Office diploma program is to prepare graduates for employment as clerical workers. In fulfilling the purpose of the program, there are three components considered to be most important: 1) the placement of graduates in clerical jobs, 2) knowledge of and proficiency with a word processing software, and 3) speed and accuracy of keying. Therefore, minimum standards of performance were established for the purpose of assessing the effectiveness of the program in preparing graduates for clerical jobs. For the year prior to 1995/1996, there were no graduates from the program; therefore, components of the program could not be assessed. However, an Automated Office DACUM was held and the results of the DACUM have been analyzed and reviewed by faculty and advisory committee members. It was determined that no curriculum revision was indicated by the DACUM results. Courses currently taught in the curriculum will be a lift-out of courses taught in the 2-year Office Systems Technology program, with the exception of one word processing course - OST 165. Since OST 165 is currently taught in other curricula, the student should be able to schedule this course with minimum difficulty. Presentations have been made to schools in the FDTC service area to assist in new student recruitment.

COMPUTER TECHNOLOGY

The purpose of the Computer Technology associate degree program is to prepare students for employment as entry-level programmers. In fulfilling the purpose of the program, there are three components considered to be most important: 1) the placement of graduates in computer related or programming jobs, 2) creating and updating an error-free indexed sequential file using the RPGII programming language, and 3) developing a computerized solution for a given business problem. Therefore, minimum standards of performance were established for the purpose of assessing the effectiveness of the program in preparing graduates for computer related or programming positions. For the year prior to 1995/1996, there were 8 CPT graduates, 6 of whom obtained a position related to their program of study, exceeding the goal of 65 percent of graduates as set in the standards. However, only 80 percent of the CPT graduates met the goal of creating and updating an error-free sequential file using RPGII programming, far short of the 100 percent goal. One hundred percent of the graduates were able to develop a computerized solution for a given business problem, thus meeting the third goal.

OFFICE SYSTEMS TECHNOLOGY

The purpose of the Office Systems Technology associate degree program is to prepare graduates for employment as secretarial workers. In fulfilling the purpose of the program, there are three components considered to be most important: 1) the placement of graduates in secretarial jobs, 2) knowledge of and proficiency with a word processing software; and 3) speed and accuracy of keying. Therefore, minimum standards of performance were established for the purpose of assessing the effectiveness of the program in preparing graduates for clerical jobs. For the year prior to 1995/1996, 100 percent of the Office Systems Technology graduates obtained a job related to their program of study, exceeding the departmental goal. the department exceeded its goal of 80 percent of the graduates who will demonstrate a knowledge of and proficiency with a word processing software. However, the goal of 100 percent of the students who met the goal for speed and accuracy was not met. Remedial instruction was implemented and will be continued to assist graduates in meeting this goal.

LEGAL ASSISTANT/PARALEGAL

The Legal Assistant/Paralegal program prepares graduates to assist attorneys with research and other legal tasks. Student preparation is assessed through the identification of curriculum competencies revealed from a DACUM, and through the competencies established by the American Association for Paralegal Education. For 1995/1996, 85% of the students scored 70 or higher on the Analytical skills section of the Legal Assistant Certification Examination. Also, 95% of the students met the competencies of the American Association for Paralegal Education.

WELDING

The Welding program prepares graduates for employment in maintenance, construction, and fabrication fields. Student outcomes include setting up and cutting 1/4" plates, setting up electric arc welding equipment, and to be able to "T.I.G." weld tee joints. One-hundred percent of the graduates for 1995/1996 successfully met the competency standards established for cutting plates, setting up equipment, and welding joints.

CRIMINAL JUSTICE

The goals of Florence-Darlington Technical College Criminal Justice Program (CRJ) are to provide the citizens in its service area with a technical education culminating in an Associate Degree in Public Service in Criminal Justice. The CRJ Associate Degree Program prepares graduates for employment in a criminal justice or private security environment.

Of the skills training competencies 90% - 95% of the students obtained scores of 80 or higher in 95% of the competencies. In the practical application competency area 85% of the students obtained a score of 80 or higher in 85% of the competencies. Finally in the hands on experience competency area 95% of the students ranked average or higher on the Supervisor evaluation.

The faculty will continue to monitor the competencies and address deficiencies identified in the Supervisor evaluations.

ACCOUNTING

The Accounting program uses classroom and laboratory experience to provide students with accounting skills necessary for career opportunities such as general accounting, cost accounting, accounts receivable clerk, and purchasing agent.

Changes in the Accounting curriculum included computer software in which 85% of the students were successful in recording journal entries, posting to ledgers and preparing trial balances and statements. A new textbook in ACC 265 (Not-For-Profit) increased student comprehension. Eighty-five percent (85%) of the students were successful.

The program is a part of the Articulation with Niagara College and Florence-Darlington Technical College. The process of faculty and student exchange is expected to begin in the 1996-97 academic year.

The program has a 93% placement rate. Of the fifteen graduates, fourteen have been placed in positions related to their fields.

AUTOMOTIVE

The Automotive Technology program prepares graduates to work as automotive technicians who diagnose vehicle problems and provide service and maintenance. For 1995/1996, a self-evaluation for initial certification by the National Automotive Technician's Educational Foundation was completed, an educational seminar was held in April for secondary schools, course updates were made following a DACUM review, scholarship funds were increased and two scholarships were available, and student skills were assessed through the use of new software used with Ford and Caterpillar training programs.

ENGINEERING GRAPHICS TECHNOLOGY

Placement of graduates continues to be a major success of the program. Job openings greatly out number the graduates available to fill positions. Part-time jobs are available for any student desiring to work in his/her field while attending school. Reaccreditation by TAC of ABET is expected within the next few weeks. The TAC of ABET accreditation visit in November 1995 was very successful and no significant program deficiencies were noted. Curriculum revisions, reducing the curriculum contact and credit hours, have been made. This recommendation was made by the TAC of ABET evaluation team and had the complete support of the program advisory committee. Faculty feel that the change will have some positive effect on retention. All Engineering Technologies faculty have been involved in Tech Prep activities. Articulation agreements have been completed with every high school and vocational center in the service area that has a graphics program.

3. Performance of Professional Program Graduates on Licensing and Certification Exams

Currently, ten (10) of the programs offered by the College have formal educational outcome assessment techniques in place for validating the student's learning experience and preparation for future employment. These assessment measures are a result of external certification and licensure requirements.

Of the ten programs, three had 100% pass rates, specifically, Radiology, Respiratory Technician, and Respiratory Therapy. The Nursing program (PN) had a 97% pass rate. The Nursing ADN program had a 95% pass rate. Dental Hygiene had a 94% pass rate. Surgical Technology had a 89% pass rate. Dental Assistant Technology had a 69% pass rate, though dental assistant certification exam is not required in South Carolina. Medical Laboratory Technology had a 55% pass rate, and Health Information Management had a 33% pass rate.

4. Reports on Program Changes that have Occurred as a Result of External Program Review

No report is necessary.

5. Academic Advising

This component was reported on last in 1995. Based on the schedule of reporting, this component will be reported on next in 1997.

6. Entry Level Placement and Developmental Education

Forty-one percent (41%) of the new, re-admit and transfer students accepted for Fall Semester 1995 were referred to the developmental education program. Ninety-three percent of the students enrolled for Fall Semester 1995 attended classes until the end of the term. Thirty-four percent of these students exited Transitional Studies at the end of Fall Semester to their curricula. Transitional Studies had a 78% retention rate from Fall to Spring Semester. Transitional Studies students fared better than non-Transitional Studies students in two of five areas examined. Transitional Studies students who were required to take developmental English performed better than their counterparts who were not required to take developmental English in ENG 100 for Spring Semester.

Additionally, Transitional Studies students who were required to take developmental math fared better in the target courses, MAT 100, MAT 150, MAT 102, and MAT 155, than their counterparts who were not required to take developmental math for Spring Semester. However, the department will need to closely examine why the students who took the courses in the three other areas did not perform as well in curricula courses as did their counterparts who were not required to take the developmental or bridging courses.

7. Success of Entering Students in Meeting College or University Admissions Prerequisites

This component is not applicable to our institutional type.

8. Achievement of Students Transferring from Two to Four Year Institutions

This component was reported on last in 1995. Based on the schedule of reporting this component will be reported on next in 1997.

9. Analyses of Undergraduate Retention and Attrition

Florence-Darlington Technical College (FDTC) is committed to analyzing student retention and attrition rates. Student goals are recorded upon enrollment and tracked through graduation. It is our firm belief that students who work systematically towards their college goal(s) will dramatically increase the retention rates and decrease attrition. The graduate survey indicated that 99% accomplished their educational goal in 1993 as compared to 94% in 1994. The following activities support the College's efforts in improving retention efforts. (1) The Retention Committee was established in 1990 and holds regular meetings to review and plan retention strategies. (2) The State Tech Cohort Retention /Tracking report is disseminated and reviewed annually by departments to enhance their individual retention activities. (3) Each department tracks its own retention and attrition rates and closely scrutinizes its results. (4) The Registration process was made student friendly by streamlining the process to include continued access of registration data to faculty at all times. (5) The Center for Learning and Academic Support Services (CLASS)provides interdisciplinary academic support to all students at no charge. (6) An Ad Hoc Advising Committee examined the advising process, revised the Advising Handbook, and is conducting training to foster more effective advising which is expected to have a positive effect on student retention.

Feedback is sought from students via surveys such as the student opinionnaire, non-returning student and graduate surveys. Results are utilized in the planning of retention activities for the subsequent years.
The College Administration and Governing Board have sanctioned the expanded focus of the Information Resource Management Office to enhance the management of student enrollment and the analysis pertinent to retention and student success. This will include the implementation of a new computer software student information package, more intensive goal tracking throughout the matriculation process, an enhanced Advisement software package, and on-line access to student advisement records. Continued reinforcement of student goals and success towards their goals will have a direct impact on student retention and ultimate success.

10. Minority Student and Faculty Access and Equity

Minority Undergraduate Enrollment and
Minority Undergraduate Degrees Earned

Category	1992			1995		
	African-American #	Total #	African-American %	African-American #	Total #	African-American %
A. Enrollment						
1. Number and Percentage of African-American Undergraduate Students	718	2,639	27.2%	968	3,121	31.0%
B. Degrees Earned						
1. Number and Percentage of African-American Associate Degree Recipients	86	406	21.0%	57	297	19.2%

11. Academic Performance of Student Athletes

This component is not applicable to our institutional type.

12. Procedures for Student Development

Florence-Darlington Technical College Student Development evaluative procedures include preliminary, intermediate, and exit assessments. The College and Student Services Division consists of four major services areas: Career Services, Enrollment Services, Registrar Services, and Information Resources Management. Each of which are comprised of specific sub-departments:

Career Services	Enrollment Services	Registrar Services	IRM Department
Counseling	Admissions	Records Maint.	Academic Computing
Job Placement	Financial Aid	Transcripts	Administrative Computing
Student Act.	Testing		Program Analyst
JTPA			Communications
Single Parent			
Trio Programs			

Student Development programs engage in multiple and continuous evaluations to assess student services and the effect of non-academic experiences on overall student success. Improvement strategies are annually compiled and incorporated as part of the Institutional Strategic and Operational planning process.

Florence-Darlington Technical College's evaluation of student development services begins with the New Student Orientation. Assessment of this activity is designed to gain feedback regarding the usefulness of the information provided to new students. As a result of the assessment outcomes, the orientation is regularly modified and adapted to meet student needs.

The Entry Adjustment Follow-Up Survey (EAFUS) is considerably the most comprehensive introductory assessment currently utilized by the institution. Developed and refined by the FDTC Counseling and Institutional Research staff, the EAFUS is administered to first semester students each fall to assess their orientation and adjustment to college life. The instrument solicits affective and effective responses which afford greater awareness and understanding of the student's experience and provides an opportunity for the college to intervene with appropriate developmental services or referrals.

Intermediate assessments are those administered to students during their persistence though the academic process. The instruments most significant to the assessment of student services at FDTC are those specific to each sub-department, the Student Opinion Survey, and the Non-Returning Student Survey. The departmental based assessments are generally customer user type evaluations which gain feedback regarding student satisfaction with the service provided and usefulness of the information provided. Responses are collected on a daily basis and considered as part of a monthly appraisal.

The Student Opinion Survey is conducted to assess the effectiveness of administrative services and the quality of the college's facilities. The survey is administered biannually to a sample population of students enrolled during a given fall semester. The outcomes are compiled and widely distributed as a means to improve academic and developmental services. Overall the outcomes revealed that students were satisfied with the services received at the college. However, in an effort to continuously qualitatively and quantitatively improve applications, new strategies will be implemented.

The Non-Returning Student Survey is released to students to determine reasons for withdrawal from the college. In the past, survey outcomes revealed such causes as health issues, job demands, unavailability of desired courses, and goal completion as reasons for premature departure. The next Non-Returning Student Survey is scheduled to be released Fall 1996.

In addition to the above mentioned intermediate assessments, FDTC is also presently reviewing the feasibility of incorporating the ACT Student Outcomes Survey. This survey, which is presently used by a large portion of the Technical Colleges to assess Student Development programs and services, will be implemented Fall 1997.

The third and final phase of Student Development assessments are those administered to students that are either completing their program at the college or have already done so. The most referenced assessments in this category are the Graduate Survey and the Alumni Survey.

The Graduate Survey is administered prior to the student's graduation from the college. This instrument seeks to capture a summary of the student's complete experience.

The Alumni Survey is a follow-up strategy. Indicators used to assess effectiveness include: Job Related Placement, Goal Attainment, College Experience and Commitment, and Personal Data. In summary, the Alumni Survey provides specific communication regarding the relationship between the student's academic pursuit and actual employment, as well as responses related to the student's general satisfaction with the college. The survey is not routinely administered; however, a more systematic schedule is under review.

13. Library Resources and Services

This component was reported on last in 1995. Based on the schedule of reporting, this component will be reported on next in 1997.

14. Administrative and Financial Processes and Performance

This component was reported on last in 1995. Based on the schedule of reporting, this component will be reported on next in 1997.

15. Facilities

This component was reported on last in 1995. Based on the schedule of reporting, this component will be reported on next in 1997.

16. Public Service

This component is not applicable to our institutional type.

17. Research

This component is not applicable to our institutional type.

GREENVILLE TECHNICAL COLLEGE

Introduction

This summary report for Greenville Technical College is in response to Act 629 passed by the South Carolina legislature in June 1988. GreenvilleTech was scheduled to report on six components in 1996.

- *General Education*
- *Majors or Concentrations*
- *Performance of Professional Program Graduates on Licensing and Certification Exams*
- *Entry-level Skills and Developmental Education*
- *Analysis of Undergraduate Retention and Attrition*
- *Student Development*

The following components will be reported on in the year indicated.

- *Academic Advising* — 1997
- *Achievement of Students Transferring from Two- to Four-Year Institutions* — 1997
- *Library Resources and Services* — 1998
- *Administrative and Financial Processes and Performance* — 1997
- *Facilities* — 1997

The following component is reported on by the commission on higher education (che).

- *Minority Student and Faculty Access and Equity*

The following components are not applicable to our institutional type.

- *Reports of Program Changes That Have Occurred as a Result of External Program Evaluations*
- *Success of Entering Students in Meeting College or University Admissions Standards*
- *Academic Performance of Student Athletes*
- *Public ServiceResearch*
- *Research*

1. General Education

All associate degree programs at Greenville Technical College (GTC) include a minimum of 15 semester hours in a general education core consisting of at least one course in each of the following: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. In addition to these courses, other courses are required to assure students' competence in reading, writing, oral communication, fundamental mathematical skills, and the basic use of computers. The college has developed a list of eight college-wide competencies that, even though many of them may be taught initially in general education, should also be reinforced in technical (program) courses as well. The college-wide competencies are as follows:

- comprehend and generate effective written and oral communication;
- demonstrate research skills necessary for personal and professional purposes;
- apply mathematical skills appropriate to solve day-to-day, as well as work-related, problems;
- demonstrate knowledge of computer applications compatible with job demands;
- exhibit professionalism appropriate to the values and ethics of your chosen career;

- demonstrate the critical thinking and problem-solving skills to fulfill work and personal responsibilities;
- practice interpersonal skills and teamwork in your professional life; and
- demonstrate an awareness and understanding of various cultures.

Greenville Tech assesses the general education component in several ways; one of which is the review of ratings of the competencies in graduate and employer surveys. With the exception of the competencies related to computer applications and various cultures, all college-wide competencies received good-excellent ratings from graduates. All competencies received ratings in the good to excellent range from employers of 1993-94 graduates.

Program evaluations from advisory committees for associate degree programs were reviewed to determine weaknesses related to the college-wide competencies. In the Health Sciences, recommendations included increased integration of computers and an increase in the math requirement so that critical thinking and problem solving skills are refined. In the Business and Engineering/Industrial Technologies areas, committee members recommended more emphasis on computer skills, problem solving and teamwork. Two committees recommended additional course work on writing skills and awareness of other cultures. In response, the college will integrate activities in technical courses to promote competence in research, computer skills, appreciation of other cultures, and critical thinking with the assistance of International Education mentors, the Office of Academic Computing, and the English and Humanities Departments.

The measure of student achievement of the college-wide competencies through capstone courses, portfolios, projects, tests, etc. is the weakest link in our assessment of general education. For the most part at this time there are limited measures of student achievement other than individual course grades. Due to this fact, the college has set as an objective to determine and implement assessment of general education or college-wide competencies appropriate to each subject area.

2. Majors or Concentrations

The college assesses the institutional component of associate degree programs on a five-year schedule through the Academic Program Review (APR) process. Assessment information on (1) program competencies, (2) course syllabi, (3) grade distributions, (4) external reviews by advisory committees and/or accrediting bodies, and (5) state/national exams are part of this review. In addition, *Graduate Follow-Up/Employer Evaluation* surveys and/or data on capstone courses or portfolios are used to assess the associate degree majors at Greenville Technical College.

In 1995–96, programs that were evaluated included Associates of Arts and Sciences, Electronics Technology, Mechanical Engineering Technology, Medical Laboratory Technology, and Physical Therapist Assistant.

Strengths of most programs included (1) active faculty in discipline-related activities, (2) supportive and involved advisory committees, and (3) excellent external accreditation reports. The table on the next page identifies some trends in program weaknesses and institutional activities that will be initiated to resolve them.

Weakness	Resolution
Outdated equipment and software	Plan to purchase and update essential equipment and software wil be developed
Weak instructional computing skills	Faculty will increase their instructional computing skills and integrate instructional computing into the curriculum
Large percentage of adjunct faculty	Full-time slots will be budgeted in critical areas
Low graduation rates	Programs will investigate this problem and develop methods for improvement
Low entrance requirements	Programs will review math, reading, and English entrance requirements where applicable and reise, if necessary, to ensure student success

Programs evaluated in 1994–95 have submitted follow-up reports. Problem areas have been resolved except in cases where staffing and major equipment purchases were not feasible due to financial constraints. However, (1) syllabi have been revised to more accurately reflect program and college-wide competencies; (2) equipment and software, in many cases, have been updated to stay current with business and industry; (3) syllabi have been revised to reflect collaborative learning and critical thinking skills; (4) faculty with inadequate credentials have earned credentials to meet the standards of the program; and (5) increased recruitment strategies have been developed and implemented in order to increase enrollments into the programs.

3. Performance of Professional Program Graduates on Licensing and Certification Exams

Greenville Technical College has eight associate degree programs with licensing/certification examinations. All eight of the programs had exam results for the last year (4/95 – 3/96). Results of exams administered since the July 1995 report to the Commission on Higher Education are summarized on the following page. These success rates are based on the results of first-time test takers only.

Program	Examination	Success Rate
Aircaraft Maintenance Technology	Airframe General Powerplant	100% 75% NA
Associate Degree Nursing	National Council Licensure Examination - Registered Nurse	92%
Dental Hygiene	National Board Dental Hygiene South Carolina State Board	97% 100%
Medical Laboratory Technology	American Society of Clinical Pathologists National Certification Agency	92% 71%
Physical Therapist Assistant	Professional Exam Services	97%
Radioloc Technology	American Registry of Radiologic Technologists	100%
Respiratory Therapy	Registered Respiratory Therapist Advanced Level Written Clinical	 83% 65%

Most of the programs consider success rates which include repeaters in determining whether or not program/curriculum changes are needed. The following chart summarizes some of the program changes aimed at improving test scores or correcting problem areas.

Program	Changes
Medical Laboratory Technology	• Contiuation of weekly review sessions • Addition of $6,700 worth of computer software covering all areas of the curriculum • Designation of Medical Lab classroom as "smart classroom" equipped with modern electronic information equipment
Respiratory Therapy	• Continued emphasis on problem solving and troubleshooting of equipment • Purchase of additional computer-based clinical simulations for student review

4. Reports of Program Changes That Have Occurred as a Result of External Program Evaluations

This component is not applicable to our institutional ype.

5. Academic Advising

This component was last submitted to the Commission on Higher Education in July, 1995. Based on our schedule of reporting, a report for this component will be submitted next to the Commission on Higher Education in July, 1997.

6. Entry-level Skills and Developmental Education

Greenville Technical College offers an "open door" policy and therefore does not refuse admission to the college based on academic history or test scores. However, entry into the college does not constitute admission to a particular program of study. Requirements for programs vary since placement into a program is based on standards that will offer the student success in that program. For students who do not meet the program requirements on the college's placement tests, *Assuring Successful Student Entry and Transfer* (*ASSET*) and *COMPASS*, the college provides upgrading courses in English, reading, and mathematics.

The assessment activities and highlights of findings include:

- a faculty survey on which 43% of the respondents rated the accuracy of the *ASSET* placement test as generally or very inaccurate;
- a review of test scores and placement data prepared by the American College Testing Program (ACT) which indicated very little correlation between *ASSET* scores and student course success;
- a review of developmental student performance in entry-level credit courses which revealed that former developmental reading students are consistently less successful in target courses compared to non-developmental students; and
- an analysis of the retention patterns of developmental students which showed that Greenville Tech students in zero-numbered courses consistently continue/complete at a rate better than or equal to the system average.

Activities which will be undertaken in response to assessment results include:

- investigation of instructional modifications in English and reading developmental courses;
- investigation of diagnostic tools and/or additional data needed to support *ASSET* and *COMPASS* placement;
- piloting an optional placement test preparation session; and
- additional data collection and analysis with respect to placement and course success.

7. Success of Entering Students in Meeting College or University Admissions Standards

This component is not applicable to our institutional type.

8. Achievement of Students Transferring from Two- to Four-year Institutions

This component was last submitted to the Commission on Higher Education in July, 1995. Based on our schedule of reporting, a report for this component will be submitted next to the Commission on Higher Education in July, 1997.

9. Analysis of Undergraduate Retention and Attrition

A review of the college's retention rates produced on cohorts of students enrolled in an award-granting program in their first term at Greenville Tech reveals a continued drop in both the fall to spring and fall to fall rates. Retention rates for full-time students and associate degree students remained approximately the same. Significant drops in the rates occurred in the part-time and diploma program subgroups.

The nonreturning students from Fall 1995 comprised a group of 2,282 students which reflected the characteristics of the student body that term with respect to race, sex, age, and division. Expected differences occurred in enrollment status, academic level, and goal. Twenty-four percent of the fall enrollment consisted of evening students; the cohort consisted of 32% evening students.

The *Survey of Nonreturning Students* was administered by telecounselors to a subgroup of the nonreturning cohort. Over a third of the respondents did not return due to conflicts between job and school. Approximately one-fifth reported that they had completed their educational goal at GTC, and 68% plan to continue their education at the college.

Activities to improve the retention of students include a study of the attrition of diploma students, a review of the notification and referral processes of academic interventions and other student assists, and a study of the reasons for enrollment in academic outreach courses and possible effect on college attrition.

10. Minority Student and Faculty Access and Equity

Minority Undergraduate Enrollment and Minority Undergraduate Degrees Earned						
Category	1992			1995		
	African-American #	Total #	African-American %	African-American #	Total #	African-American %
A. Enrollment 1. Number and Percentage of African-American Undergraduate Students	1,244	8,803	14.1%	1,241	8,227	15.1%
B. Degrees earned 1. Number and percentage of African-American Associate Degree recipients	47	629	7.0%	61	640	9.5%

11. Academic Performance of Student Athletes

This component is not applicable to our institutional type.

12. Procedures for Student Development

Results of various surveys which were administered to graduates and students revealed that the majority of survey respondents were satisfied with the quality of all services which are available to them. Results further indicated that the majority of students believe that they have experienced moderate to very great growth in their personal development as a result of their enrollment.

Services (or facilities) identified as ones which need to be improved were child care services, parking areas, job placement services, financial aid services, cafeteria/food services, and veterans' services. [Note: Since the time the surveys were administered, the Greenville Higher Education Center moved to an off-campus location and two branch campuses opened. It is the position of the college that parking areas on the main campus are now adequate.] Improvements have already been made in the financial aid department by remodeling and enlarging the reception area to provide for more student privacy and to reduce the wait time.

Survey data has been and will continue to be used in efforts to bring about improvements. Objectives to be pursued through the next assessment period include: (1)determining the nature of dissatisfaction with child care services and documenting a satisfaction rate of at least 85% with the quality of services by July, 1998; (2) improving job placement services by either increasing the number of staff or by centralizing and cross-training the staffs of related departments with the end result being students ranking the importance of developing effective job-seeking skills and their progress in attaining those skills within four rating points of one another; (3) continuing to improve financial aid services as documented by a satisfaction rate of at least 85% by July, 1998; (4) determining the nature of dissatisfaction with cafeteria/food services and documenting a satisfaction rate of at least 85% by July, 1998, and (5) improving veterans' services as documented by a satisfaction rate of at least 90% by July, 1998.

13. Library Resources and Services

This component was last submitted to the Commission on Higher Education in July, 1995. Based on our schedule of reporting, a report for this component will be submitted next to the Commission on Higher Education in July, 1998.

14. Administrative and Financial Processes and Performance

This component was last submitted to the Commission on Higher Education in July, 1994. Based on our schedule of reporting, a report for this component will be submitted next to the Commission on Higher Education in July, 1997.

15. Facilities

This component was last submitted to the Commission on Higher Education in July, 1994. Based on our schedule of reporting, a report for this component will be submitted next to the Commission on Higher Education in July, 1997.

16. Public Service

This component is not applicable to our institutional type.

17. Research

This component is not applicable to our institutional type.

HORRY-GEORGETOWN TECHNICAL COLLEGE

Introduction

This summary report for Horry-Georgetown Technical College includes: Majors and Concentrations, Performance of Professional Program Graduates on Licensing and Certification Exams, Entry Level Skills and Developmental Education, Analysis of Undergraduate Retention and Attrition, Procedures for Student Development, Library Resources and Service, Administrative and Financial Processes and Performance, Facilities. The following components will be reported in 1997: General Education, Academic Advising, and Achievement of Students Transferring from Two to Four Year Institutions. The Commission on Higher Education reports on the component of Minority Student and Faculty Access and Equity. The following components are not applicable to our institutional type: Reports of Changes in Academic Programs that have Occurred as a Result of External Program Evaluations, Success of Entering Students in Meeting College or University Admissions Prerequisites, Academic Performance of Student Athletes, Public Service, and Research.

1. General Education

This component will be reported in 1997.

2. Majors or Concentrations

The College, through the annual Academic Program Review process, reviewed and evaluated the status of eight academic programs in 1994-95. The review process is based upon a departmental report responding to evaluative criteria incorporating Southern Association of Colleges and Schools Criteria for Accreditation. Each academic department undergoes the program review process every four years. The Program Review Committee consists of faculty, staff and administration. The outcomes of the process impact all operations of the College, college goal setting and long-range planning. Actions recommended are unlimited and determined by the Program Review Committee. The eight programs reviewed in 1994-95 were: Forestry Management Technology, Golf Course Management, Turf Equipment Specialist, Physical Therapy Assistant, Occupational Therapy Assistant, Civil Engineering Technology, Electronic Engineering Technology, and Machine Tool Technology.

The recommended actions are forwarded to the College's Cabinet (President and Vice Presidents) for approval/disapproval. Upon approval, the College must make personnel, physical and fiscal considerations to accomplish the recommendations. The 1994-95 recommendations included: plans to address increasing minority enrollment, acquisition of equipment, facilities modification, the development of "Program Success Criteria" and revision of instructional packages to be consistent with DACUM competencies.

In addition to the annual review of special programs, departments previously reviewed with actions pending must respond back to the committee on the accomplishment of recommendations. The departments must demonstrate how each action was completed and how weaknesses were corrected. The eight programs that were reviewed in 1994-95 responded to the Program Review Committee on the progress made toward the realization of recommended actions. Progress was made in all of the areas previously mentioned. However the clarification of "Program Success Criteria" will continue to receive considerable attention in 1996-97. Emphasis on the definition of measurable "outcomes" is driving this continuation. Some actions were accepted as completed with others to be completed during the coming academic year (1996-97).

Five programs: Culinary Arts Technology, Office Systems Technology, Heating Ventilation and Air Conditioning Technology, Computer Technology, and Hospitality and Tourism Management were reviewed during the 1995-96. Prior to this process Graduate and Employer surveys were completed for these programs. Results from both samples were very positive. Major findings of the Employer survey are reported in Table 1.

TABLE 1

EMPLOYER SURVEY RESPONSES

PROGRAM	Overall Competence of Employe		Rating/Grade		Future HGTC Placements	
	Adequate	Very Adequate	A	B	Definitely	Probably
Culinary Arts	14%	86%	14%	43%	43%	43%
Office Systems	33%	67%	33%	67%	67%	33%
HVAC	100%	-	100%	-	100%	-
Computer Technology	17%	83%	17%	67%	50%	50%
Hospitality& Tourism	9%	82%	9%	64%	55%	45%

In 1995-96 Horry-Georgetown Technical College continued to refine the process related to monitoring graduate success and keeping in contact with graduates. Graduate surveys were redefined to be more program specific, and distribution occurred in concert with the program review process. Several refinements were made of the distribution and collection process of graduate surveys and of the student information gathered through this survey. One of the most significant areas of survey refinement is the emphasis on **specific program competencies** included in the surveys utilized for the five programs surveyed. The competencies are regularly validated through the DACUM process. As previously stated, Graduates and their respective employers were surveyed in 1995. The Major results from the Graduate Surveys are reported in Table 2.

TABLE 2

GRADUATE SURVEY RESPONSES

PROGRAM	Overall Adequacy of Preparation for Employment in Field		Rating/Grade		Has HGTC Enriched your life?	
	Adequate	Very Adequate	A	B	Definitely	Probably
Culinary Arts	14%	86%	14%	43%	43%	43%
Office Systems	33%	67%	33%	67%	67%	33%
HVAC	100%	-	100%	-	100%	-
Computer Technology	17%	83%	17%	67%	50%	50%
Hospitality& Tourism	9%	82%	9%	64%	55%	45%

The survey format and process will be implemented by Institutional Research to evaluate a total of 32 programs, including associate degrees, for the period 1996-97. This effort constitutes the largest evaluation of its kind undertaken by the College and will provide a substantial body of data to drive improvement. The database designed for this process will generate data for the longitudinal evaluation of program success and related trend analysis.

3. Performance of Graduates on Licensing and Certification Exams

In 1995-96, the College continued evaluating the success of the graduates from the Licensed Practical Nursing (LPN), Radiologic Technology, and Associates Degree Nursing (ADN) programs. The graduate performance on the LPN licensure exam has declined slightly from the 100% of 1993 to the pass rate of 95.23% in 1995 (however this is a significant improvement from the 1994 pass rate of 79.16%). The 1994 and 1995 graduates of the Radiologic Technology program respectively achieved pass rates of 92.85% and 85.71%. The pass rates for graduates of the Associate Degree Nursing program stayed virtually the same from 96.7% in 1993 to 96.66% in 1994. The ADN data for 1995 remains incomplete at this time.

4. Reports of Changes in Academic Programs that have Occurred as a Result of External Program Evaluations.

This component is not applicable to our institutional type.

5. Academic Advising

This component will be reported in 1997.

6. Entry Level Skills and Developmental Education

The Developmental Education program provides students with the opportunity to upgrade their basic skills in English, math and reading in preparation for curriculum studies in their academic program of choice at Horry-Georgetown Technical College. The primary success of the program is measured by how well students are able to pass college courses upon leaving Developmental/Remedial Education. The I.E. Subcommittee on Entry Level Skills and Developmental/Remedial Education found in its review of this area a need for the College's Institutional Research office to compile data pertaining to this population before preceding further. The Committee spent much of its time developing a process to identify the areas and timetable necessary to collect, analyze, review and report this data.

7. Success of Entering Students in Meeting College or University Admission Prerequisites.

This component is not applicable to our institutional type.

8. Achievement of Students Transferring from Two to Four-Year Institutions.

This component will be reported in 1997.

9. Analysis of Undergraduate Retention and Attrition

In 1995-1996 the college continued its study of retention and the factors contributing to attrition and delayed graduation. A high rate of turnover in the Office of Institutional Research has made it impossible to obtain much of the needed data. In addition, the SBTC Cohort Tracking System represents less than 20% of the College's student population. Therefore, one of the major recommendations generated by the committee, assigned to the Dean of Student Services and Director of Institutional Research, is the development of a Student Retention Tracking System including the greater portion of the College's student population. This major undertaking is required prior to the acquisition and analysis of any substantial and reliable data. Upon completion, this initiative will generate the data required to identify and address the needs of special populations within the larger cohort.

Our committee sought to refine the established criteria and increase the statistical accuracy of reporting to allow for more accurate comparisons from year to year. Changes were approved to the criteria for satisfactory course completion. Recommendations were made regarding: the scope of the survey needed to determine student satisfaction with program requirements, the method used to internally report retention statistics, the tracking and advising of transient and undeclared students.

10. Minority Student and Faculty Access and Equity

**Minority Undergraduate Enrollment and
Minority Undergraduate Degrees Earned**

Category	1992			1995		
	African-American #	Total #	African-American %	African-American #	Total #	African-American %
A. Enrollment 1. Number and Percentage of African-American Undergraduate Students	397	2,456	16.2%	510	3,166	16.1%
B. Degrees Earned 1. Number and Percentage of African-American Associate Degree Recipients	47	328	14.0%	27	309	8.7%

11. Academic Performance of Student Athletes

This component is not applicable to our institutional type.

12. Procedures for Student Development

During the fall of 1995 the work of the Institutional Effectiveness Subcommittee focused upon two components. The first component consisted of the eleven (11) recommendations found in the Procedures for Student Development report that related to Sections 5.5 and 5.6 of the SACS Criteria for Accreditation. The second included the nine (9) recommendations found in the Summary of the Student Development Outcomes Assessment Survey. Using interviews and a thorough search of policy and procedure manuals for actual documentation as the assessment methods, the subcommittee determined the following findings. Of the eleven recommendations relating to the Procedures for Student Development, three have been cited as having been completed; eight have been continued. Of the nine recommendations in the Summary of the Student Development Outcomes Assessment Survey, all have been cited as having been completed. The College's commitment to the promotion of multiculturalism is evinced in two of the recommendations pertaining to student activities and the overall campus climate. The Office of Student Activities has significantly increased multicultural programming in this area including film and artistic presentations.

13. Library Resources and Service

Cognizant of SACS "must" statements and ALA standards, the committee reviewed the 1994-1995 recommendations to evaluate improvements in the Learning Resource Center. The study revealed important accomplishments which include the following:

- For the first time the three campuses will be electronically linked to provide all students with equal access to all cataloged LRC materials.

- Bar coding and the revision of electronic bibliographic records are in process and should be completed during summer 1996.

- All Librarians and LRC staff have been trained on the use of OPAC. Computer Services staff provide training for new campus network users on OPAC access.

- Four new staff members have been hired, one Tech Services Librarian (MSL) and three LTAs. Due to this increase in personnel, a Library Orientation is now successfully incorporated in the New Student Orientation process.

While increased staffing has resulted in significant improvements, further advancement is not likely without significantly increased support. The data pertaining to the LRC which has been gathered from the SACS Self-Study, completed Spring 1996, will furnish additional guidance toward the improvement of LRC services.

14. Administrative and Financial Processes and Performance

Horry-Georgetown Technical College reviewed its administrative and financial resources primarily using criteria provided by the Southern Association of Colleges and Schools. In addition, interviews and surveys were used as necessary. Improvements have been made as a result of previous recommendations in the college's organizational structure, communication to faculty and staff concerning alternative sources of monies, the approval of two additional counselors in Student Services, and the offering of teleclasses to improve student access to higher education.

The committee reviewed the annual production level report completed by the Manager of Printing Services and conducted a comprehensive survey of the College's faculty and staff. Topics addressed included: amount and time of use, quality of finished product, promptness of service, friendliness of staff, availability of equipment and timeliness of repairs. One hundred eight-two surveys were distributed and a response rate of 62.6% (114) achieved. The most salient results are reported in Table 3.

TABLE 3

PRINTING SURVEY RESULTS		
CRITERIA	**Faculty Rating of Excellent/Good**	**Staff Rating of Excellent/Good**
Quality of Product	80%	80%
Promptness of Service	89%	76%
Friendliness of Staff	75%	64%
Availability of Equip.	28%	43%
Timeliness of Repairs	29%	35%

Respondents were asked to rate the components of the above criteria on a scale ranging from 1-Excellent to 5-Poor. The results and comments were extremely valuable in determining that the availability of functional equipment is a serious issue with both faculty and staff. The branch campuses in particular have a critical problem. The availability of equipment and related repairs will be addressed due to the needs identified by this survey. The manager and staff of Printing Services were commended for the high quality of service produced despite inadequate resources.

15. Facilities

Dedication to quality education continues to be the main theme at Horry-Georgetown Technical College. The Facilities Sub-Committee is working with the staff, faculty and administration to insure that the physical resources of the college match the high quality of education provided by the institution. Our committee has focused on the college's Master Plan, Safety, Preventive Maintenance, Parking and the general physical environment that enhance the atmosphere for effective learning. Progress has been made on the Master Plan and will be continued in the future. Part of this improvement is evinced in the additional documentation such as AUTOCAD representations of changes to all existing and future structures. The Preventive Maintenance Schedule is in place but updating of the schedule needs to be improved through greater utilization of computer technology. The parking problems have decreased due to the greater enforcement of parking regulations and improvement will continue as we migrate to the New Grand Strand Campus on the Myrtle Beach Air Force Base. Almost all of the committee's recommendations have been incorporated into the Safety Manual. The committee will continue to focus on unresolved recommendations and suggestions, and work to insure the high quality of our Physical Resources.

16. Public Service

This component is not applicable to our institutional type.

17. Research

This component is not applicable to our institutional type.

MIDLANDS TECHNICAL COLLEGE

Introduction

This summary report for Midlands Technical College includes: General Education, Majors or Concentrations, Performance of Professional Program Graduates on Licensing and Certification Exams, Entry-Level Placement and Developmental Education, Analysis of Undergraduate Retention and Attrition and Procedures for Student Development.

The following remaining components will be reported in the annotated year: Academic Advising (1997), Achievement of Students Transferring from Two to Four Year Institutions (1997), Library Resources and Services (1998), Administrative and Financial Processes and Performance (1997) and Facilities (1997).

The components which are reported on by the Commission on Higher Education or are not applicable to our institutional type are: Minority Student and Faculty Access and Equity, Reports of Program Changes that have Occurred as a Result of External Program Evaluations, Success of Entering Students in Meeting College and University Admissions Prerequisites, Academic Performance of Student Athletes, Public Service and Research.

In 1995-96, Midlands Technical College had one of its institutional effectiveness initiatives, "Academic Advising" recognized by the South Carolina Commission on Higher Education as an "Exemplary Program in Assessment."

1. General Education

Midlands Technical College (MTC) continues its commitment to the assessment of the general education core curriculum. Specifically, MTC assesses students' demonstrated competence in the general education core values through their attainment of a grade of "C" or better in specific courses and/or modules which deliver the specific competency as the mastery of the general education value in the major.

The 1994-1996 action plan contained three objectives: (A) to further define the specific competency within each stated general education value; (B) to continue the measurement of student performance in general education; and (C) to continue the use of multiple measures to assess success in general education.

Results of the 1994-1996 study provide the following information as it relates to the three objectives for use by MTC.

A) Department chairs and discipline faculty reviewed the specific competencies within each stated general education value and redefined each competency to include specific objectives. The changes are reflected in the college's General Education Core Values document. Summarily, the changes reflect the addition of information to further define the student outcomes in general education expected of each associate degree graduate at Midlands Technical College.

B) The Education Division continued to redefine and measure the student performance in general education at Midlands Technical College. The resulting statements include more detailed information about each competency within each major, with regard to specific course work and assessment methodology. During the next reporting period 1996-1998, the division will review assessment techniques and the choice of courses to assess general education. And, the Division will research the progression of students from general education courses through subsequent major courses, seeking correlation between the general education courses and the major courses.

C) In the continued pursuit of finding measures that best illustrate success in general education courses, Midlands Technical College used multiple measures of assessment during the reported period 1994-1996. Class presentations, course projects, and surveys of students, alumni, and employers provided MTC with measures that will be retained in the next reporting period. The use of nationally-normed subject tests was evaluated; the instrument from the 1994-1996 reporting period will not be retained, but other measures of this type will be sought. Also, transfer student data was evaluated during this reporting period, but will be reported in subsequent editions of the student transfer component report.

As a result of the information from the 1994-1996 assessment activities, three objectives have been identified for the 1996-1998 action plan to assess general education at MTC. These are: (1) continue to monitor mastery of the general education values in each major or program, (2) evaluate the computer skills core value statement and its representative courses, and (3) begin to study the validity of the course grade as a measure of the general education core component.

2. Majors or Concentrations

Midlands Technical College (MTC) assesses specific majors on a three to five year cycle which typically coincides with self-studies and visits from external accreditation agencies. The data from the assessment of majors activity helps to determine two items of interest: (1) the degree that specific programs provide specialized knowledge, skills, and attitudes leading to employment in the field or discipline and/or (2) success in a senior-level transfer program.

The program review process, which generates the assessment of majors or concentrations activity data, includes an analysis of the specific data elements identified to evaluate the effectiveness and the efficiency of programs at MTC. The effectiveness component of the process focuses on the learning outcomes, the client satisfaction, and the vitality of each program. The efficiency component focuses on quantitative data that indicates the program cost, the space utilization rates, and the section size of courses.

In 1995-1996, the recommendations from the following eight program reviews were assessed: Associate of Arts/Associate of Science (AA/AS), Developmental Studies (DVS), Health Information Management (HIM), Criminal Justice (CRJ), Automotive Technology (AUT), Industrial Electricity/Electronics (EEM), Human Services (HUS), and Practical Nursing (PNR). The recommendations of the personnel in the eight programs that conducted reviews during the 1994-1995 academic year can be categorized into four distinct areas. The areas and representative recommendations upon which action was taken are as follows.

1. At-risk Students
   - Created a referral system for those who have difficulty in the successful completion of DVS
   - Established more tutorial assistance
   - Added more preparation in the taking of standardized tests into course work
   - Investigated success rates of students in target courses with a grade of C in developmental courses to identify additional intervention strategies

2. Student Success
   - Revised course work to include more hands-on experience, both in the classroom setting and away from the classroom, and the inclusion of practical applications of course content
   - Added a community involvement component as part of the course requirement
   - Revised the curriculum to reflect the needs of community hiring agencies, including the addition of curriculum tracks, new course work, and new prerequisites, where necessary

   - Reworked the AA and AS degree requirements to enhance transferability of courses and to encourage completion of these two degrees, prior to transfer, by MTC students

3. Technology
   - Faculty learned new software and hardware for use in the classroom
   - Added more computer time by students in the classroom

4. Program Management
   - Retained more adjunct faculty
   - Improved the management of the clinical coordination process and the field placement process
   - Created safer classroom/laboratory conditions
   - Revised or implemented new program admission requirements and advisement procedures
   - Included plans for a new building in the 1997-1998 fiscal plan
   - Improved recruitment and marketing efforts in programs
   - Met with industry officials to encourage the creation of jobs and the hiring of MTC graduates

Four objectives were identified for the 1995-1996 action plan of the assessment of majors or concentrations activity at MTC. All objectives were achieved. The following section summarizes the achievement of the four objectives during the 1995-1996 reporting period.

A. DATA ELEMENTS AND NEW SYSTEM: Additional data elements and a new system to gather data were added to the program review process.

B. STUDENT SUCCESS: Procedures to track student success among courses were developed and approved for inclusion in the program review process.

C. PROGRAM RECOMMENDATIONS: The progress made with regard to the program recommendations was monitored at MTC.

D. ASSESSMENT OF CAPSTONE AND COURSE COMPETENCIES: As part of the program review process, assessment measures for capstone and course competencies continued to be developed and implemented.

Four objectives were identified for the 1996-1997 action plan of the assessment of majors or concentrations activity at MTC. The four objectives are as follows.

A. The revised program review process will be examined, in total, to determine its validity as an assessment tool.

B. The process to evaluate the outcomes of individual program majors or concentrations will be revised and, where appropriate, modified.

C. Written materials for department chairs and appropriate faculty to facilitate the program review process will be created.

D. Training will be conducted with the department chairs on the program review process to ensure consistency of procedure and resultant data.

3. Performance of Professional Program Graduates on Licensing and Certification Exams

The assessment of professional program graduates at Midlands Technical College (MTC) on licensing and certification exams allows for a comparison of MTC graduate performance on licensure examinations to those graduates across the state of South Carolina and across the nation. The administration at MTC uses the results of the examinations to ascertain the professional competence with regard to skills of MTC graduates who enter the job market and to identify areas for possible revision of the MTC curriculum.

Midlands Technical College has ten curriculum programs involved with licensing and certification exams. They are: Associate Degree Nursing, Practical Nursing, Dental Assisting, Dental Hygiene, Health Information Management, Medical Laboratory Technology, Nuclear Medicine Technology, Radiologic Technology, Respiratory Care, and Surgical Technology.

The standard established by the college for professional program graduates involved with licensing or certification is that MTC graduates will meet or exceed state and/or national pass rates. Department chairs and the appropriate faculty members review exam results and utilize summary profiles (when available) to identify problem areas and make curriculum revisions to enhance graduate performance.

In 1995, nine of the ten programs met or exceeded state and/or national pass rates and the following programs reported a 100% pass rate: Dental Assisting; Dental Hygiene (state and national); Nuclear Medicine Technology; Medical Laboratory Technology; Respiratory Care Technician (written portion); and Practical Nursing.

The 1995-1996 action plan contained two objectives: continual monitoring of graduates' performance on licensing and certification examinations and continued utilization of examination results to make appropriate curriculum revisions.

For the academic year 1995-1996, both objectives were achieved. The process of monitoring graduates' performance allowed the appropriate department chairs and respective faculty members the opportunity to reach beyond local measures and to use state and/or national-level data for assessment. As a result of this assessment process, changes in the curriculum to address theoretical knowledge and practical application of the material were considered by both the Nursing and Health Sciences department chairs and faculty members.

Currently, the non-provision of information from some accrediting agencies on graduate performance continues to hinder faculty from identifying and examining areas for possible revision of a curriculum. In the future, this lack of information may make it increasingly difficult for MTC to fully review a curriculum and to adequately respond to the requirements of this report.

The 1996-1997 action plan contains two objectives:
1) individual program faculty will continue to monitor their graduates' performance on licensing and certification examinations and provide the results to the Education unit at MTC for review and
2) individual program faculty will continue to utilize results of examinations and make curriculum revisions to enhance graduate performance in their programs.

4. Reports of Program Changes that have Occurred as a Result of External Program Evaluations

This component is not applicable to our institutional type.

5. Academic Advising

This component was last reported on in 1995. Based on the report schedule, this component will be reported next in 1997.

6. Entry-Level Placement and Developmental Education

Midlands Technical College (MTC) periodically assesses the effectiveness of its entry-level placement and developmental education programs. The results of this assessment are used to improve the quality of entry-level requirements and services and the quality of education provided to its students.

MTC has assigned responsibility for its entry-level placement program to the office of Student Assessment. Entry skills for college work are determined by previous college history, nationally standardized exams, and locally developed instruments and include verbal and math skills that have been identified through faculty analysis of curriculum content for students to successfully complete entry-level course work. Congruence between the academic skills of entering students and the level of performance required in entry courses is the primary emphasis.

The assessment for entry-level skills conducted during 1995-96 included the Course Placement Service by American College Testing. This assessment permitted an analysis of trend data in placement test scores and student performance in identified courses and an analysis of SAT score trend data and performance in targeted entry courses over the three year period 1992-1995.

- In the skills area of reading, writing and numerical, the mean scores of Midlands Technical College students are within .4 percent of students in the national sample.

- The success rates of students placed into ENG 100 and ENG 101 by MTC students writing sample for 1994 was 94.7 and 95.8 percent respectively; the success rates using SAT-Verbal scores were 94.8 and 94.0 percent respectively.

- The success rates of students placed into entry mathematics courses based on ASSET placement test scores ranged from 81.9 percent to 92.7 percent; the success rates using SAT-Q scores (with enrollment of 50 or more students) ranged from 73.0 percent to 97.1 percent.

- The success rates of students placed into entry-level reading courses based on ASSET reading scores ranged from 67.3 percent to 94.8 percent; the success rates of students in the same entry-level courses based on SAT-Verbal scores ranged from 64.0 percent to 97.1 percent.

Developmental Studies functions as an academic department within the Education unit and offers courses in the basic skills areas of writing, math and reading. Students may be placed into one of three reading courses based on placement reading scores, into one of two entry-level math courses offered in the department based on the math requirement for their major, or into a basic writing course.

In fall of 1992, the college made a transition to semesters. In the process, the numbering system for developmental courses changed. Several courses that had been zero-numbered courses became 100-numbered courses; thus the number of zero-level students decreased while the total enrollment in developmental courses, including the 100-numbered courses, increased. Total unduplicated enrollment in developmental studies ranged from 1,855 students in fall 1992 to 1,941 students in fall 1994.

1. Initial data for fall semester, 1994, shows that success rates of former developmental students in target curriculum courses ranged from a low of 74 percent to a high of 100 percent. The overall success rate was 87.5 percent.

2. Completion rates of students in developmental courses in fall semester, 1994 ranged from 92 percent of reading students in the zero-level reading courses to 85 percent of math students in zero-level math and 74 percent in English student in zero-level English.

Data from this study has been used to: (1) enhance academic support services in the form of writing labs, math labs and tutorials, (2) design a targeted intervention system for students placed on academic probation, (3) define initial cut off scores used in the COMPASS validation study, (4) make adjustments in the college admissions procedure for placement testing exceptions, (5) strengthen curriculum cooperation between developmental and non-developmental English and math faculty departments, (6) develop test-taking workshops and purchase tutorial software for pre-health and nursing students planning to take the NLN and

HOBET tests for admission to their chosen programs, and (7) begin studies to determine the need for reading prerequisites for math courses.

The college has established the following goals for the time period covering 1997-1999. They include: (1) establish a series of forums through which to share and discuss 94-95 assessment findings, (2) continue studies in progress on student success rates in Health Science and Nursing (HSN) Programs, (3) validate COMPASS scores and develop a phase-in plan for implementation of computer adaptive testing, provided validation yields positive results, (4) implement ways to use the expanded data available through ACT Course Placement Services, (5) refine new tracking reports to ensure accuracy of data, (6) revise courses as required by CHE, (7) develop strategies to increase success rates of former developmental students in target curriculum courses and (8) investigate the feasibility of offering developmental courses through distance education.

7. Success of Entering Students in Meeting College or University Admissions Prerequisites

This component is not applicable to our institutional type.

8. Achievement of Students Transferring From Two to Four Year Institutions

This component was last reported on in 1995. Based on the report schedule, this component will be reported next in 1997.

9. Analysis of Undergraduate Retention and Attrition

Midlands Technical College (MTC) annually evaluates its success in the area of student retention and attrition. Undergraduate retention is defined as student achievement of their identified educational goal(s) and is evaluated by student characteristics and by program. Performance comparisons by year (cohort) and by program are made for students in college level courses versus those enrolled in developmental coursework. Additional comparisons are made between entering student enrollment, first term completion and second term enrollment with national and regional norms for the same time period.

From 1989 to 1991, the college experienced progress in most student categories in regard to student retention. Since 1992, however, retention rates have fluctuated and even declined in some areas. These fluctuations have paralleled the implementation of the semester calendar in 1992, changes in the admission process for health sciences students and the implementation of academic progress standards. The college continues to analyze the impacts of events on student retention and to take appropriate actions. Additionally, the college has begun the process of implementing a technologically advanced system to increase the flexibility of its existing retention tracking system. The new retention platform will enable larger number of users to access retention data, create customized retention reports and expand the availability of retention data.

The following information provides a brief summary of the findings of the college's most current retention report:

- The freshman to sophomore retention rate of the fall 1994 entering student cohort was 51.6 percent, is a slight decline from the fall 1993 retention rate of 52.5 percent. This decline, mirrors the trend observed in retention rates of the South Carolina technical college system and the national retention rate for two-year public colleges. The college's fall 1994 retention rate (51.6 percent) is higher than the South Carolina technical college system rate (49 percent) and the national retention rate for two-year public colleges (51.5 percent) in 1994.

- The freshman to sophomore retention rate for black male students has increased over the last three years after several years of experiencing fluctuations.

- Two-year retention rates of the fall 1992 and fall 1993 entering student cohorts revealed slight increases in both the retention of black males and black females while the retention of white students remained constant.

- The majority of the retained students at the college enroll to "learn skills to get a new job" or to "transfer to a four-year college."

- Approximately 42.1 percent of the fall 1992 retained entering student cohort had completed their program's requirements for graduation by Fall 1995.

Retention data from the last report has been used to (1) design a targeted intervention system for students placed on academic probation; (2) construct a structured telephone follow-up survey of non-returning students to yield information on student reasons for not returning, student satisfaction with programs and services and student perceptions of the college's contribution to development and goal attainment; (3) analyze the transcripts of non-graduates in a three-year "Student Right to Know" cohort to determine more information regarding student enrollment patterns; (4) initiate a peer mentoring program for minority students; and (5) enhance academic support services in the form of writing labs, math labs and tutorials.

Midlands Technical College will continue to evaluate changes in the data from internal retention reports; to modify service delivery mechanisms; and to develop new service delivery approaches as required. The college has established five objectives for the next reporting cycle in order to expand the use and application of student retention data. These objectives include: (1) the development of a technologically advance programming platform; (2) the initiation and evaluation of intervention programs designed to assist students placed on academic probation; (3) analysis of enrollment records of non-graduates and non-returning students; (4) the development of a separate retention system to accommodate the unique nature of Allied Health and Nursing programs and the on-going analysis of existing retention cohort data.

10. Minority Student and Faculty Access and Equity

Minority Undergraduate Enrollment and Minority Undergraduate Degrees Earned

Category	1992			1995		
	African-American #	Total #	African-American %	African-American #	Total #	African-American %
A. Enrollment						
1. Number and Percentage of African-American Undergraduate Students	2,539	8,663	29.3%	3,157	9,913	31.8%
B. Degrees Earned						
1. Number and Percentage of African-American Associate Degree Recipients	216	835	26.0%	185	748	24.7%

11. Academic Performance of Student Athletes

This component is not applicable to our institutional type.

12. Procedure for Student Development

Midlands Technical College (MTC) assesses the effectiveness of Student Development Services (SDS) every two years, conducts an in-depth review of each SDS department on a five year cycle, and regularly assesses student personal development. There are three levels of assessment: (1) user satisfaction with services and service usage; (2) in-depth departmental reviews; and (3) student self-perceived growth and development.

User satisfaction is based on a series of perception surveys, with ratings compared against a standard of 90 percent or a rating of 4.0 on a 5.0 scale (3.2 on a 4.0 scale). Departmental reviews consist of an in depth self-study by the department and assessment by an external review team comprised of students, faculty and staff outside the department, and a departmental director from a peer institution of similar size and mission. Ratings are based on a 5.0 scale, using guidelines adapted from the Council on the Advancement of Standards (CAS). Student growth and development is determined from a series of student self-perception surveys at points through and beyond the student's college experience. When appropriate, self-perception survey information stimulates the use of more in-depth qualitative interviews and focus group assessments. No standard has been set for student personal growth, although survey ratings at or above the national norm for two-year colleges are desired, where applicable.

With few exceptions, students, alumni and college employees remain satisfied with services, with 1995-96 ratings similar to those of 1993-94. Increases were observed for employee and alumni perceptions of services while student ratings declined slightly. Declines were noted for services to targeted special needs populations such as adult learners and students participating in job training programs, tutorial services, some aspects of Campus Life and college work study/part-time employment services. Targeted surveys to actual departmental clients revealed higher ratings. For example, external survey evaluations of job training clients conducted by the Employment Security Commission resulted in ratings above the 90 percent standard.

Departmental reviews of the Center for Adult Learners, Job Training Programs, Student Activities, Advisement/Scheduling, Upward Bound and Educational Talent Search revealed ratings well above the 4.0 standard. The minimum rating received by any single department was 4.3, with lowest functional ratings in the areas of adequate staffing, financial resources and facilities.

Approximately 90 percent of alumni and students felt that Midlands Technical College had contributed to their personal growth on dimensions such as "learning on their own," "working cooperatively with others," and "clarifying life purpose". Ninety-four percent of graduating students reported that the college had helped them achieve their goals and eighty-seven percent of non-returning students felt that MTC had contributed to their quality of life. On ACT's *College Outcomes Survey*, a nationally standardized instrument administered in the sophomore year, Midlands Technical College exceeded national norms on many areas of personal development and college satisfaction, when compared with other two-year colleges.

Findings from the 1992-94 assessment studies resulted in (1) increased publicity on policies, procedures and services to students; (2) expanded student orientation services; (3) refined indicators for departmental effectiveness and student personal development; (4) use of alternative technologies to offset gaps between student needs and resources; (5) assessment of the college's contribution to the personal development of non-returning students; (6) completion of five additional Student Development Services program reviews for 1994-96; (7) implementation of a student referral system; (8) development of targeted services for students on probation; (9) reinstatement of the CONNECTIONS customer service program for front-line staff; and (10) continued collection and analysis of student services usage and satisfaction data.

Seven objectives identified for the 1997-98 action plan are: (1) Continue to establish trend data on the college's contribution to the personal development of completers and non-returning students, using both quantitative and qualitative input from student focus groups in the analysis; (2) complete five additional Student Development Services program reviews, ending the initial five-year review cycle of all Student Development Services programs and beginning the second five-year cycle; (3) evaluate the effectiveness of the CONNECTIONS customer service program for Student Development Services staff and other front-line personnel; (4) evaluate the effectiveness of student referral services and targeted interventions for probationary students; (5) increase publicity on services to students; (6) continue to establish trend data on student services usage and satisfaction, implementing technology and training as appropriate to offset shortfalls between resources and student needs; and (7) conduct qualitative follow-up assessment in areas with low or declining ratings, such as Job Placement, Student Activities, and programs for special populations, and implement improvements based on the analysis.

13. Library Resources and Services

This component was last reported on in 1995. Based on the report schedule, this component will be reported next in 1998.

14. Administrative and Financial Processes and Performance

This component was last reported on in 1994. Based on the report schedule, this component will be reported next in 1997.

15. Facilities

This component was last reported on in 1994. Based on the report schedule, this component will be reported next in 1997.

16. Public Service

This component is not applicable to our institutional type.

17. Research

This component is not applicable to our institutional type.

ORANGEBURG-CALHOUN TECHNICAL COLLEGE

Introduction

A focus on the concepts of Total Quality Management began in June 1995 with the appointment of a new president, Dr. Jeffery Olson. Emphasis has been toward assisting the newly organized management team in becoming cohesive leaders who make unified decisions to achieve collective results.

Also noteworthy, the institutional effectiveness initiative "Library Resources and Services" was recognized by the South Carolina Commission on Higher Education in 1996 as an "Exemplary Program in Assessment".

This summary report for Orangeburg-Calhoun Technical College includes:
# 1. General Education,
# 2. Majors or Concentrations,
# 3. Performance of Professional Program Graduates on Licensing & Certification Exams,
# 6. Entry-Level Placement and Developmental Education,
# 9. Retention and Attrition, and
#12. Student Development.

The following remaining components will be reported on in the annotated year:
# 5. Academic Advising (1997),
# 8. Achievement of Students Transferring from Two to Four Year Institutions (1997),
#13. Library Resources and Services (1998),
#14. Administrative and Financial Processes and Performance (1997), and
#15. Facilities (1997).

The components which are not applicable for our institution are:
# 4. Reports of Program Changes that Occurred as a Result of External Program Evaluation,
# 7. Success of Entering Students in Meeting College/University Admissions Prerequisites,
#11. Academic Performance of Student Athletes,
#16. Public Service, and
#17. Research.

The Commission on Higher Education reports on:
#10. Minority Student and Faculty Access and Equity.

## 1. General Education

The general education component at Orangeburg-Calhoun Technical College is not only viewed as an integral part of a student's learning but is also designed to enhance both the affective and cognitive skills of students. Competencies addressed in general education courses include skills in communication, mathematics, science, humanities, research/computers, critical thinking, and behavior.

Analyses of the general education's quality and students' satisfaction are key assessment measures. Faculty determine students' preparation to enter entry-level general education courses through the verification of ASSET scores (the College entrance exam) in addition to ensuring consistency of instruction with departmental discussions and exams. Each academic program reviews general education course offerings, incorporating changes as needed. Additionally, senior-level students reveal satisfaction with the quality of their general education courses on the College Outcomes Survey, a standardized survey published by American College Testing. Students, on the Alumni Survey, further confirm involvement in community and citizenship activities upon which general education courses impact.

Assessment review revealed an overall 3% increase in enrollment in the entry-level courses from the 1993 Fall Semester to the 1994 Fall Semester and that the department employs faculty exhibiting outstanding credentials with an overall average of 80% of the general education classes taught by full-time faculty. Further, enrolled students met the College's standard of 80% appropriate placement except for the English classes. Additional emphasis will be placed upon informing advisors to differentiate among the entrance requirements for each English course.

For May, August, and December of 1995, 150 students completed and returned the College Outcomes Survey. A high percentage of students respond that general education courses contribute to their becoming a more independent and self-directed learner (87%), to their thinking about their major in the context of a larger world view (79%), and that general education broadened their awareness of diversity among people, their values and cultures (76%). Further, students contribute general education courses with personal growth of acquiring a well-rounded general education (94%), becoming academically competent (92%), developing productive work relationships with both men and women (92%), and setting long-term or "life" goals (90%).

Responding on the 1994-95 Graduate Survey, students rate improvement with their problem-solving skills (97%), communication skills (96%), and enhanced self-confidence (95%). Further, the 1994-95 Employer's Survey displayed a higher overall rating than the 1992-93 Survey for math (2.39 to 2.58) reading (2.45 to 2.61), and written and oral communication skills (2.41 to 2.60). Using a five-point Likert scale on the Student Evaluation of Instruction, sampled core general education courses revealed that students rate satisfaction for the following items: grades are assigned based on previously explained grading systems (4.9), tests cover assigned material (4.88), and an atmosphere of learning is maintained in this course (4.86).

The 1994 Alumni Survey displays that 91% of the students were satisfied with their general education program of study, and 93% were satisfied with their instruction. Further, 63% report involvement in volunteer, public, or community service. All general education courses met the standard established by the College which indicates that 60% of the students taking the exit exam will successfully pass.

2. Majors or Concentrations

Reviewing curriculum, instruction, personnel, facilities, and trends, three programs (Accounting, Forest Products Technology, and Medical Laboratory Technology) extensively assessed in the 1994-95 Academic Year the degree to which the programs provide specialized knowledge, skills and attitudes leading to employment in the field.

Through the Program Evaluation assessment, all programs are reviewed for compliance with numbers for enrollment, graduates, and placement rates. To determine satisfaction, Graduate and Employer Surveys are administered. Additionally, data from a College Outcomes Survey by American College Testing and the Student Evaluation of Instruction are collected and analyzed. Further, advisory committees and DACUM panels provide community input regarding the currency of the programs.

Accounting

The formal review revealed continuously increased placement rates (57%, 75%, and 92%, respectively, for 1993, 1994, and 1995), and there was a 67% increase in the number of graduates over the three-year span (9 to 15). The department added additional exposure to the "windows" computer environment and computerization of accounting courses after the assessment revealed the needed enhancement.

Since the 1995 Employer Survey revealed the need to increase student's written and oral communication skills (an overall 2.0 average on a 3.0 Lickert scale), additional oral and written reporting evaluations were incorporated into accounting courses. Additionally, few graduates (33%) stated on the Graduate Survey that the department may contact employers; therefore, the department plans to stress the importance of remaining in contact with the department and the need for follow-up after employment. Further, the department developed a form that will be given to exiting graduates.

Forest Products Technology

This program is the only one of its kind in the state of South Carolina. Therefore, a grant was awarded to the College to assist with recruitment. With the grant, a recruiting video was developed and distributed to 140 high schools and 85 industries throughout the state as well as other agencies. The video won two awards: a national award from the National Council for Marketing and Public Relations (Paragon) and a state award from the South Carolina Division of Public Relations of America (Mercury). Further, a $500 per semester scholarship was donated by Edisto Farm Credit to rising seniors.

The 1995 Academic Program Review revealed the need to upgrade the curriculum and its general education courses; thus, several courses were added and others replaced with more suitable courses for the curriculum. The department assisted the general education faculty in distinguishing relevant materials for the program to link general education courses. The program maintains a high placement rate (75%, 100%, and 75%, respectively for 1993, 1994, and 1995). Additionally, enrollment has fluctuated (28, 26, and 20) for the three years studied, and many students do not remain in the program until completion as evidenced by the low graduates numbers (4, 7, and 4, respectively, for 1993, 1994, and 1995). Many students secure a job prior to completion of the program; therefore, the importance of completion will be stressed to students. Yet, 100% of the employers responding on the Employer Survey state that graduates were adequately prepared and would recommend OCTC to other employers.

Medical Laboratory Technology

The Medical Laboratory Technology students have achieved a 100% passing rate on the certification exam for the past five years. The second extensive review of the program revealed that the curriculum structure was very strong and that the quality of applicants for the program increased. The MLT Student Bowl team gained first place recognition in the Clinical Laboratory Science Bowl sponsored by SCSCLA, a statewide competition that includes teams from seven other technical colleges as well as one baccalaureate degree program. Concerns on the 1995 Academic Program Review indicated the need to improve the program's relationship with more clinical sites and the need to develop multimedia resources. With few clinical sites available and placement numbers limited, restrictions for student enrollment prevail. Four courses now have the availability of multimedia resources. Additional efforts were implemented by the department to increase not only the relationship with current clinical sites but also to secure additional sites. This objective will remain important.

3. Performance of Professional Program Graduates on Licensing and Certification Exams

Expecting students to either meet or exceed the state and/or national pass rates on certification exams, the table below reveals that four of the programs at Orangeburg-Calhoun Technical College achieved that standard.

The Respiratory Care Technician program has implemented improvement strategies of revised entrance, retention, and promotion criteria. Additional statistics are being documented concerning the success of graduates on the exam after one and three years of work experience. All classes accomplished the standard set by the Joint Review Committee for Respiratory Therapy Education of an 80% pass rate based on a three-year rolling average.

Results of 1995 Licensing & Certification Exam				
Program*	Number Completing Exam	Number Passing	Percentage Passing	State Pass Rate
ADN	52	51	98.1%	91.4%
MLT	07	07	100%	NA
PN	25	24	96.0%	96.0%
RAD	10	09	90.0%	NA
RTT	14	05	35.7%	NA

* ADN = Associate Degree Nursing, MLT = Medical Laboratory Technology, PN = Practical Nursing, RAD = Radiologic Technology, RTT = Respiratory Care Technology

4. Reports of Program Changes that have Occurred as a Result of External Program Evaluations

This component is not applicable to our institutional type.

5. Academic Advising

This component was reported on in 1995. Based on the schedule of reporting, this component will be reported on in 1997.

6. Entry-Level Placement and Developmental Education

Students may seek admission into the developmental program at Orangeburg-Calhoun Technical College to attain the necessary skills for satisfactory performance in a post-secondary educational setting, to upgrade vocational-technical knowledge related to their job, to seek personal improvement, or to prepare for the high school equivalency examination. The objectives of developmental education are to not only assist students in obtaining effective skills in writing, reading, and mathematics but also develop confidence and self-sufficiency.

Multiple assessments denote changes in enrollment, details of students completing particular skill areas, data of exiting developmental students in targeted courses, retention rates, and the success of completers in post-secondary programs.

Although there was a 14% decrease in the number of students seeking developmental studies services over a three-year span (1993-1995), there was a 25% increase (13% to 38%) of exiting students entering their post-secondary curriculum on a full-time basis. Reviewing the three-year trend, less developmental studies students passed the targeted reading courses in 1996 (66%) than in 1994 (71%). Further, targeted courses reviewed in English (73% in 1994 and 58% in 1996) and math (38% in 1994 and 36% in 1996) reveal similar trends. Additional study revealed that some students enter the targeted courses before receiving a grade of satisfactorily completion on the developmental courses. advisors will emphasize the need for developmental course completion prior to entering curriculum courses.

With the exception of the math curriculum courses, fewer developmental studies completers are passing the reading curriculum courses over the three-years studied (100%, 88%, and 69%, respectively, for 1993, 1994, and 1995) and the English curriculum courses (77%, 50%, and 59%). The developmental studies completers entering the first math courses reveal consistent pass rates of 48%, 53%, and 50%. Retention rates for first-time freshmen who took developmental courses are comparable to the College's retention rates.

7. Success of Entering Students in Meeting College or University Admissions Prerequisites

This component is not applicable to our institutional type.

8. Achievement of Students Transferring from Two to Four Year Institutions

This component was reported on in 1995. Based on the schedule of reporting, this component will be reported on in 1997.

9. Analyses of Undergraduate Retention and Attrition

With the open door admissions policy to which Orangeburg-Calhoun Technical College adheres, a diverse student population challenges the College to retain students until they meet their educational goals. A very active retention team met on a bi-monthly basis in the 1995-96 Academic Year to review current retention strategies, refine the College's retention tracking system, develop a plan to enhance the College's retention efforts, and implement the newly developed plan.

Some observed trends in retention and attrition are that students persist at the College longer who do not take any developmental studies courses, are female, attend on a rotating part-time/full-time basis, and are categorized as caucasian. Orangeburg-Calhoun Technical College's retention and graduation rates are higher or within 2% to the overall technical college system for each year and category studied.

The first-time freshmen cohorts tracked by the State Board for Technical and Comprehensive Education for OCTC are predominately female, associate degree seeking students. The College tracks first-time-in-the-program students to determine comparisons with the first-time freshmen. The table below reveals that students in all categories are still persisting after three years attendance.

1992 Retention Rates

Cohort Status	3 Years		2 Years		1 Year	
	Retent.	Grad.	Retent.	Grad.	Retent.	Grad.
SBTCE First-Time, Full-Time Freshmen						
OCTC	40%	31%	38%	14%	53%	02%
Technical System	32%	20%	35%	08%	53%	01%
OCTC First-Time-In-The-Program Students						
OCTC	47%	39%	44%	24%	53%	09%

10. Minority Student and Faculty Access and Equity

Minority Undergraduate Enrollment and Minority Undergraduate Degrees Earned						
Category	1992			1995		
	African-American #	Total #	African-American %	African-American #	Total #	African-American %
A. Enrollment						
1. Number and Percentage of African-American Undergraduate Students	867	1,842	47.0%	765	1,716	44.6%
B. Degrees Earned						
1. Number and Percentage of African-American Associate Degree Recipients	52	151	34.0%	76	218	34.9%

11. Academic Performance of Student Athletes

This component is not applicable to our institutional type.

12. Procedures for Student Development

Interested in the holistic growth and development of its students, Orangeburg-Calhoun Technical College is committed to helping each student meet the goals and challenges he or she has established and recognizes that student services are essential to not only the personal development but also the professional needs of students. The College's evaluation process for student

development is two-dimensional: 1) assessment of student growth and development as influenced by the College and 2) measurement of student satisfaction for offered services.

Four areas (Assessment, Career Development, Admissions/Records, and Counseling) were extensively reviewed during 1993, 1994, and 1995. Data from the Graduate Survey, the Alumni Survey, the ASSET Participant Questionnaire, the College Outcomes Survey by American College Testing, a Marketing Survey, and a telephone poll of non-returning students were collected.

Data collected through the 1995 Graduate Survey (a 31% response rate) reveal high satisfaction rates (from 96% to 58%) with the student services offered at OCTC. Job Placement received the lower percentage satisfaction rate; and therefore, the department established an objective to magnify communication with students. Many students are not aware that they must register with the department to receive services, and students will report dissatisfaction if they were not placed on a job.

When reviewing the impact the College made to the student's growth, data collected from the College Outcomes Survey since 1993 reflect a greater positive influence in 1995 (a 6% increase). Additional information may be obtained from the full report.

ASSESSMENT

In reviewing the Assessment area, a need for greater accessibility was noted. Therefore, operating hours were expanded, and a testing proctor was hired in the 1995 Fall Semester. Additionally, new testing stations and VAX automation for the College entrance exam results were implemented.

CAREER DEVELOPMENT

The formal review revealed the need for additional space and improved communication channels. Therefore, the program moved to a larger, more centralized area. Further, monthly meetings with sharing of ideas along with a monthly accountability report promoted open discussions to strengthen the program.

ADMISSIONS/RECORDS

Numerous changes occurred due to assessment of the area: re-organization of the management of the program, a key-sequence lock for the records area to ensure greater security, an advisor-based pre-registration to diminish lines, distribution of a registration newsletter to students, formation of an Admissions Advisory Committee, the development and successful implementation of the 1995 Career Expo, the capability of printing official transcripts on demand, extension of operating hours for the admission area, and cross-training of staff members to perform a variety of tasks.

COUNSELING

Upon completion of the 1995 Student affairs Program Review,, the need for consistency among counselors and open communication with academic divisions were noted. Therefore, additional meetings and sharing of ideas were implemented. Further, a greater emphasis was placed upon counselor interviews before students exit the College to determine needed improvement.

13. Library Resources and Services

This component was reported on in 1995. Based on the schedule of reporting, this component will be reported on in 1998.

14. Administrative and Financial Processes and Performance

This component was reported on in 1994. Based on the schedule of reporting, this component will be reported on in 1997.

15. Facilities

This component was reported on in 1994. Based on the schedule of reporting, this component will be reported on in 1997.

16. Public Service

This component is not applicable to our institutional type.

17. Research

This component is not applicable to our institutional type.

PIEDMONT TECHNICAL COLLEGE

Piedmont Technical College will be reporting on the following components for 1996: General Education, Majors or Concentrations, Performance of Professional Graduates on Licensing and Certification Exams, Analysis of Undergraduate Retention and Attrition and Procedures for Student Development. The reporting status for the remaining components is outlined below.

1. General Education

A Task Force, appointed in 1993 by the President and Vice President of Education has been working to assess the five core curriculum competencies for General Education. The Core Competencies are:

1. The study of arts/humanities enriches the student's life, and provides skills for performing harmoniously in an increasingly technological world by focusing on the importance of the human condition and by emphasizing the global environment in which we live.
2. English/Language Arts courses provide a system for acquiring of skills necessary for effective communication in writing, speaking, reading, and listening and through the development of appreciation for the power of the written and oral traditions.
3. Mathematics courses address the mathematical and problem-solving skills needed in the workplace, daily life, and educational environment.
4. The study of the natural sciences is required in order to make informed decisions and to present questions concerning the human individual's interaction with the natural world. The natural sciences explore living and non-living aspects of nature, and stress the ability to form and test hypotheses in order to make conclusions.
5. The social sciences explain and exemplify how individuals are heavily influenced by, and influence, the structures within which they live.

This task force focused upon the process and systems for General Education. General Education was and continues to be viewed as a process as opposed to a final outcome product.

The task force recommended the following process for the completion of this system within General Education.

Step 1: Competency Revision/Validation
Step 2: Translation/Instructional Plan
Step 3: Assessment Plan
Step 4: Course Guide for all courses
Step 5: Final Assessment of Competency Achievement
Step 6: Revise/Redesign

After reviewing all student assessment data including employer surveys, the program coordinator will write an action plan. This plan will outline:

1. the strengths of the curriculum
2. the weaknesses of the curriculum
3. recommendations for improvement
4. restraints (limited resources, equipment, instructor demands, etc.)

Step 7: Report of results

The core competency selected for 1995 evaluation was "English/language arts courses provide a system for acquiring of skills necessary for effective communication in writing, speaking, reading, and listening and through the development of appreciation for the power of the written and oral traditions." It was also decided that one core competency per year would be evaluated and assessed.

Core Area	96-97	97-98	98-99	99-2000
Mathematics	R	R	A	R
Arts/Humanities	-	A	R	A
Natural Sciences	-	-	A	R
Social Sciences	-	A	R	A
English	A	R	A	R

A = to be assessed
R = revised as needed

The assessment for the core competency within English/language arts focused upon a two-step process. The first was administration of a skills assessment, ASSET, to determine skills/knowledge acquisition. The second, based upon findings, was to implement alternative assessment procedures to determine the level of skills acquisition and/or prepare detailed recommendations to modify course content, instruction, and/or placement within curricular English classes. The assessment was to focus upon students enrolled in English 101 and English 165 for the spring term of the 1995/96 academic year (N=87). Both English courses would use a pre and post test design.

The BASIC ASSUMPTION was that students receiving instruction in a given area may increase their raw score when compared to their baseline entry raw score.
Results and Finding:

The total sample for this study (N=87) had a pre-ASSET mean score of 39.56 in the English sub-test. Their post assessment mean score on the alternate form of the English sub-test of ASSET was 39.45. Based upon these findings above, the basic assumption above was not true. In viewing the breakouts of English 165 and English 101, the results were similar. The English 165 mean pre-assessment was 39.00 with a post mean score of 38.02. The English 101 mean pre-assessment was 39.94 with a post assessment of 40.42.

It is worthy to note that the mean scores for English 165 and English 101 were very similar (39.00 and 39.94). Of more consequence is the mean pre-scores in relation to the ASSET cut-off scores. English 165 requires an entry placement score of 38-39 (decision zone standard). With a mean entry score of 39.0, it appears the majority of students met this standard but the post assessment score of 38.02 does indicate some concern.

The English 101 students require a raw score of 41 on the ASSET. The mean score for this sample was 39.94 (placing the majority at or near a decision zone in advising these students) with a post mean score of 40.42.

	Total Sample (N=87)	English 165 (N=35)	English 101 (N=52)
PRE	39.56	39.00	39.94
POST	39.45	38.02	40.42

Recommendation:

Based strictly upon these results, an alternative assessment measure for the acquisition of skills and knowledge within English classes must be found.

To further view the assessment of these samples, the process of Developmental Education was entered into the data analysis. Those students who had experienced Developmental Education instruction prior to experiencing English 165 and English 101 were reviewed.

The results of this screening indicated that students who did not score well on their initial placement assessment (ASSET) were enrolled in Developmental Education; enrolled and completed either English 101 or English 165, score at or near the level of their placement exam.

Table 2.0: Developmental Education Student Mean Scores In English 101 and English 165.

	Mean Raw Score (N=35)
PRE (Initial ASSET)	36.66
POST ASSET	36.97

As in the total sample described previously, the students did not score on their post-assessment the prescribed 38-39 for English 165 entrance or the 41 for the English 101 entrance.
Overall Conclusions and Finding:

1. The review of the data by the English department indicates a move toward portfolio assessment procedures for all associate degree seeking students. The college has attempted to use various standardized measures for assessing effectiveness and has found: (1) test content and course content do not correlate; (2) concern regarding the placement criteria of the ASSET for English Classes.
2. The English department will develop a matrix, a process of random sampling, display, and recording of criteria to be used for portfolio review and assessment. Working with the Office of Institutional Effectiveness, efforts will be made to correlate portfolio ratings with placement standards for all associate degree English classes.
3. The college does express concern over the current ASSET standards for course placement in English classes.

The college hoped the initial phase of this assessment project would lead to data to evaluate the success of students meeting the core competency within English. The results do generate questions which the college needs to address and finalize prior to General Education assessment continuation.

2. Majors or Concentrations

Method:

The college has developed a process for reviewing effectiveness issues in the Associate Degree programs. During the Summer of 1991, a detailed computer program was developed to prepare quantifiable "Program Review" data summaries. These summaries, prepared each academic term, present a snapshot of each associate degree program in terms of:

- Headcount
- Retention
- FTE Generation
- Demographic Profiles
- Average Credit Hours/Student
- Average Course Load/Student
- Enrollment Status (FT/PT)
- County Profiles

In addition to the above "review" data, programs, academic program coordinators, with their academic deans prepare a capsulated profile that not only considers the program review data but includes survey trends (employers and students); technical program competency ratings; graduation rates and improvement or recommendations. This summary is reviewed and discussed with the academic dean, the Vice President for Educational Affairs and the Office of Institutional Effectiveness. The end result of this activity is to prescribe an action plan for each academic program that will build on successes and attempt to remedy areas needing improvement.

Instructional and Assessment Plan Findings:

For the programs completing this process during this year, the college finds the plans to be well defined, measurable and oriented towards the needs of the student. The college also finds this process to be educationally sound for the purpose of delivery of and assessment for competency mastery within an educational environment
1994 - 1995 Findings:

The academic programs to be reviewed during the academic year of 1994 - 1995 are: Associate of Arts and Associate of Science, Associate Degree of Nursing, Criminal Justice, Human Services, and Secretarial Science. Each of these programs were assessed as to program review quantifiable summaries, student evaluation of technical and general competencies, and employer evaluation of graduates. General trends included the following:

Summary and Recommendations:

1. The college needs to continue to build technical competency and general competency assessment as an integral part of graduate follow-up but perhaps more importantly is to make this a continual process, while developing a data base of these assessed competencies.
2. The program review summaries provide academic departments with current and historical trends. By 1995, it is hoped the outcome measures for each program will be intact and operational.
3. The college sees no alarming trends but does feel the cycle for competency validation and upgrading must be followed.

Each curricula has in place course translations for each competency and instruction strategies for delivery.

The Assessment Plan: Each curriculum provides "performance criteria" for each given program competency. The criteria are indicators that can be specifically measured to demonstrate how well students have or have not mastered each competency. These criteria are measured through data capsulated major findings from each program area are provided below.

ASSOCIATE OF ARTS/ASSOCIATE OF SCIENCE

The Associate of Arts/Associate of Science degrees offer an option to students who are interested in transferring directly into a four-year institution. The curricula stress mathematics and natural and physical sciences. One major strength is that the program has a 60% Placement/Continuing Education rate in the Associate of Arts program and a 50% Placement/Continuing Education rate in the Associate of Science program even though more students than is desired leave the program without a degree.

ASSOCIATE DEGREE NURSING

The Associate Degree Nursing program has an excellent reputation in the community and dedicated students who are involved in all aspects of the college arena.

A major strength is the 95% passing average on the licensing exam and the 100% pass rate.

A weakness which we will endeavor to strength is our students computer skills.

CRIMINAL JUSTICE

Strengths:

1. The Criminal Justice Program is on the rise with students taking, on the average, 4 courses per semester.
2. Upon graduation, students are ready for employment.

Weaknesses:

1. This program has no notable weaknesses.

HUMAN SERVICES

The Human Services program prepares students for employment in 'helping' professions.

Strengths:

1. While enrollment has decreased by 15 students since last Fall semester, it is now stabilizing and the trend seems to be a heavier course load for each student.

SECRETARIAL SCIENCE/OFFICE SYSTEMS TECHNOLOGY

The Secretarial Science/Office Systems Technology helps students develop communication skills along with other professional qualities necessary in today's business world. This program has a 75% Placement/Continuing Education rate and has no notable weaknesses.

3. Performance of Professional Program Graduates and Licensing and Certification Exams

For the purpose of this report, licensing of Piedmont Technical College graduates will be discussed in terms of graduates from Licensed Practical Nursing, Respiratory Therapy Technicians, Radiologic Technology Registry and Associate Degree Nursing.

PRACTICAL NURSING: Piedmont has averaged an 91.4 percent pass rate from 1979-1995 graduating classes. During 1995, the college had a pass rate of 100 percent for the licensing exam period.

ASSOCIATE DEGREE NURSING: The college tested 35 students out of its seventh graduating class of the AND program in 1995. The "pass" rate for this class was 94.3 percent. A seven year pass rate shows 195 of 206 graduates passing the exam for a 94.7 percent cumulative pass rate.

Based upon the success rate of its ADN graduates, the college foresees making no corrections or modifications to the existing curriculum or to the student support services of its current AND program.

RADIOLOGIC TECHNOLOGY: Since 1977, 160 Piedmont graduates have undertaken the Radiologic Registry Exam and 124 (77.5 percent) have successfully passed the exam.

RESPIRATORY THERAPY TECHNICIAN: Since 1978, Piedmont Technical College has had 160 graduates from the Respiratory Technician program. Of these 160 graduates, 148 (92.5 percent) have attempted the Respiratory licensing exam, administered by the National Board for Respiratory Care. Of the 148 students since 1978 who attempted the exam, 133 or 89.9 percent have passed. These scores meet minimum program standards.

The college finds no difficulty with any of the licensing results from it's health graduates. Based upon the continued success of its graduates, the college elects not to modify or adjust curriculum content or support services in any of these programs.

4. Program Changes

No report is necessary.

5. Academic Advising

This component was last reported on in 1995. This component to be reported on again in 1997.

6. Entry-Level Skills and Developmental Education

This component last reported on in 1995. This component to be reported on again in 1997.

7. Success of Entering Students in Meeting College or University Admissions

This component is not applicable to our institutional type.

8. 2 Year to 4 Year Transfer

This component last reported on in 1995. This component to be reported on again in 1997.

9. Analysis of Undergraduate Retention and Attrition

Piedmont's philosophy regarding student retention focuses upon the belief that one percentage figure may provide a general measure for retention but sub groups, such as program retention and demographic retention, provide improved insight into the quality and effectiveness of the academic college community.

Piedmont's current retention system utilizes the college data base in reviewing and analyzing a student's status semester by semester. Student retention is not viewed as a single computation but a series of reviews that begin by providing defined student categories. These categories are as follows:

Continuing Students
Reinstated Students
First Time Students
Transfer Students

Within each of the student categories above, it is possible to calculate retention percentages for each of these groups plus demographic sub groups (i.e., by sex, age, race).

Historical Data
Historical Fall Academic Term Retention Patterns

YEAR	PERCENT	YEAR	PERCENT	YEAR	PERCENT
1981	72.0	1986	73.7	1991	79.3
1982	75.7	1987	73.5	1992	76.0
1983	70.1	1988	74.1	1993	78.6
1984	68.1	1989	78.2	1994	74.6
1985	70.1	1990	79.0	1995	75.3

Since 1989, the college, through increased staff and faculty training and increased student support services and curricular reform, has stabilized student retention to a 78.2 percent rate. "The college retained more students in the Fall of 1993 than were actually enrolled in each of the Fall academic terms from 1976-1991."

Though enrollment has increased to record levels since the 1993 Fall term (2990 students), retention efforts have maintained the five year college retention averages.

This speaks highly of the continued efforts of the college personnel and for the college facilities that support the educational environment in meeting student's educational goals.

Conclusions and Suggestions:

The college is pleased with the continuous retention gains provided by the academic programs over the past five Fall academic terms. From the data, the results appear to indicate that academic termly retention may stabilize at or near 80 percent.

The continual accelerated enrollment growth indicates that the retention efforts of the college do work; are student centered and contribute to assisting the students fulfilling their educational goal(s).

10. Minority Student and Faculty Access and Equity

Minority Undergraduate Enrollment and Minority Undergraduate Degrees Earned

Category	1992			1995		
	African-American #	Total #	African-American %	African-American #	Total #	African-American %
A. Enrollment 1. Number and Percentage of African-American Undergraduate Students	823	2,747	29.9%	975	3,147	31.0%
B. Degrees Earned 1. Number and Percentage of African-American Associate Degree Recipients	81	335	24.0%	63	300	21.0%

11. Academic Performance of Student Atheletes

This component is not applicable to our institutional type.

12. Student Development

During the 1991-1992 academic year, the Student Development Division, in conjunction with the Office of Institutional Research, developed a plan for the development and implementation of a series of procedures for assessing how effectively Piedmont Technical College assists in "developing" students. Not only were services to students to be rated but the process and need for producing a truly developed student was to be assessed. This study from 1991-1992 was replicated during 1993-1994 and again during 1995-1996 to secure comparative data.

From four hundred and twenty-two (422) Piedmont graduates in 1994, four hundred and eleven (411) graduates in 1993, and four hundred and twenty-three (423) graduates in 1992, ranking of the students' self perceived satisfaction levels for areas of student services were summarized. These rating averages remained the same for all graduating classes and do not present any concern for the college at this time. Complete data results can be found in Appendix B of the Piedmont Full Report kept both at the college and at the Commission of Higher Education.

In comparing the results from 1995-96 with the 1991-92 and 1993-94 results, it is apparent the students perceptions have not changed as to what they feel they need. The same five "need" areas that were ranked as most important in 1995-96 were the same ones ranked in 1991-92 and 1993-94. Conversely, four of the five areas viewed as being non-important, or perhaps the value based areas, remained intact over the four year period. The Student Development Division should view the "need" ratings by the students to prepare and deliver program offerings.

Graduates were also asked to assess their level of personal development and enrichment needs. Categories identified by the graduates that at the time of their graduation had not been fulfilled were "Leadership Skills."

As part of the Graduate Opinion Survey, graduates assessed their educational goals at the time of graduation. It is worthy to note that those who attended Piedmont, in the 1993 graduating class, came with the intent of acquiring a degree. This is a significant increase over the 1992 graduating class. Of more interest is that though the primary and secondary goals remained the same for both graduating classes, the 1993 class did have more defined goals in obtaining a degree.

The areas needing improvement, as rated by the 1994 graduates, remained basically the same as the 1993 graduates.

Students (sample size 396) were asked to assess their level of interest regarding various student activities.

1. The activities receiving the highest ratings in the social group indicate a strong interest in participatory, interactional and competitive events (activities day and concerts). This is further supported with the high interest rating for faculty/staff vs. student games. In 1995-96, there was a full intramural schedule including football, basketball, volleyball, and softball. Student participation in clubs increased significantly in the past two years, with membership increasing to over 200 members in Phi Theta Kappa and 25 active members in Psi Beta. Phi Theta Kappa was named "Most Improved Chapter" and moved from the two-star to five-star category and won the Hallmark Award for Scholarship and Leadership. Phi Theta Kappa had one student that was named to the Carolina's Hall of Honor and became the only student to be selected for the All-USA Academic Team. Psi Beta won the SCTEA Student Award. Most clubs are curriculum related and bring in speakers who address their particular curricular interests.

Suggestion:

1. The Director of Student Activities continues these programs while planning and implementing other programs and events that provide the opportunity for interaction and participation among students, faculty and staff.

2. Based upon the findings, regarding student activity interests, it continues to be appropriate for the college to define student activities as programs which contribute to educational, social, leadership, cultural, and physical development needs of the Piedmont student.
3. Program units should continue to collect internal departmental data. This collected information may be used as supportive data when viewing mission, service and effectiveness of program units.
4. It's suggested that Student Service publish a yearly fact book that documents efforts, effectiveness and satisfaction with the services provided within the framework of Student Development.

13. Library Resources

This component was last reported on in 1995. This component to be reported on again in 1997.

14. Administrative and Financial

This component last reported on in 1995. This component to be reported on again in 1997.

15. Facilities Assessments

This component last reported on in 1995. This component to be reported on again in 1997.

16. Public Service

This component not applicable to our institutional type.

17. Research

This component not applicable to our institutional type.

SPARTANBURG TECHNICAL COLLEGE

Introduction

Spartanburg Technical College's 1996 Institutional Effectiveness Summary Report includes the following components:

General Education
Majors or Concentrations
Performance of Professional Program Graduates on Licensing and Certification Exams
Entry-Level Placement and Developmental Education
Analyses of Undergraduate Retention and Attrition
Procedures for Student Development

Components that the College will be reporting on in the next two years include:

Academic Advising (1997)
Two to Four year Transfer (1997)
Library Resources and Services (1998)
Administrative and Financial Processes/Performance (1997)
Facilities (1997)

Components that the Commission reports include:

Reports of Program Changes that have Occurred as a Result of External Program Evaluations
Success of Entering Students in Meeting College or University Admissions Prerequisites
Minority Students and Faculty Access and Equity

Components that are not applicable to our institution type include:

Academic Performance of Student Athletes
Public Service
Research

In 1995 Spartanburg Technical College has received several awards and recognition for its institutional effectiveness assessment. These include:

1. For the third consecutive year, programs at the College have received exemplary assessment awards sponsored by the S.C. Higher Education Assessment Network.

   1994 - Assessment of the Affective Domain
   1995 - Assessment of the Major
   1996 - The Library

2. The College received two commendations for institutional effectiveness from the Southern Association of College and Schools Reaffirmation Team in its 1995 Reaffirmation Report.

"The Committee commends the institution for the degree to which its employees are involved in and committed to the institutional effectiveness process."

"The Committee commends Spartanburg Technical College for its efforts to assess competencies in the affective domain."

3. The Admissions and Counseling department won two inaugural David Pierce Quality Team Leadership awards sponsored by the National Initiative for Leadership in Institutional Effectiveness at North Carolina State University.

4. The Student Services Division received national recognition for its assessment process in a book entitled Assessment in Practice by Banta et al.

Of all improvements made at Spartanburg Technical College in 1995, the most significant improvement made has been in the Transitional Studies division. Students are completing developmental courses at a faster rate than ever - as high as 50% faster than in 1994. This accomplishment has been the result of the division's change from lab-based individualized instruction to more structured lecture-based instruction.

1. General Education

Spartanburg Technical College expects for each course competency taught in a general education course, 85% of the students will perform the competency satisfactorily. For each program of study, a student is assessed on his/her ability to:

a. Perform mathematics computations.
b. Communicate effectively both orally and in writing.
c. Comprehend written material.

To assess general education, the College uses field testing, student evaluation of instruction, and student assessment of personal growth.

Results

1. Of the seven general education courses field tested, students achieved the highest competency achievement in SPC 205 - Public Speaking.

2. In ENG 102 - English Composition II, fewer than 85% of students successfully completed six of eight competencies required. Improvements made to change the student success rate include (a) reviewing for fiction exams with sample questions and (b) requiring students to attend the College's Writing Center for tutorial assistance.

3. Student evaluation of instruction in the courses selected for assessment resulted in highest satisfaction with the quality of instruction (90% or higher) in ENG 101 - English Composition I, MAT 155 - Contemporary Mathematics, ENG 102 - English Composition II, ENG 165 - Professional Communication, and ENG 260 - Advanced Technical Communication.

4. The lowest satisfaction rating for quality of instruction was in SPC 205 - Public Speaking and ENG 102 - English Composition II (Spring Term). Department heads and the division dean have developed action plans to address improvements needed.

5. The student assessment of personal growth results indicated only two courses in which students' perception of their ability to perform the course competencies falls below the 85% completion goal. These were ENG 101 - English Composition I and MAT 102 - Intermediate Algebra.

The data provided through the evaluation procedures of field testing, student evaluation of instruction and student assessment of personal growth provide faculty and deans with information to identify improvement action plans which are monitored annually.

2. Majors or Concentrations

At Spartanburg Technical College, the "major" is defined as the technical courses that a student completes while enrolled in a program of study. Effectiveness of the major is measured in terms of students successfully completing course competencies and program quality. For each course competency taught in the major, 85% of the students are expected to perform that competency satisfactorily. Annually, 20% of the programs of study offered at the College are reviewed for currency, appropriate instructional strategies, and overall effectiveness.

Field testing is used to determine student achievement of competencies taught in each course in the major. At the College, technical courses are taught in engineering technology, industrial technology, health sciences and business technology.

Results

1. In 1995/96, in 76.1% of the competencies taught, 85% or more of the students satisfactorily completed the competency.
2. The highest student success rate on completion of competencies was in the engineering and industrial technologies.
3. Fewer students successfully complete competencies that involve higher mathematics and computer logic skills.

A program review process is used to study the effectiveness of each academic program at the College. Program improvements that have been made as a result of assessment include:

1. A new Medical Assisting program will be added in 1996.
2. A drug classification course has become a required course.
3. A faculty member updated skills in computer application of insurance claims.
4. A new computer lab was added to the health sciences division.
5. Recruiting activities were increased.
6. Students entering Medical Secretarial Science are required to have a higher level of reading skills prior to enrolling in technical courses.
7. WORD software was added to the OST 210 course.
8. Classroom renovations were made to reduce noise.

3. Performance of Professional Program Graduates on Licensing and Certification Exams.

At Spartanburg Technical College students required to pass licensure/registry exams for employment in their field of study are expected to perform at or above the national average on certification exams. In the table below are listed the programs and student pass rates.

Student Pass Rates - Licensure Exams - 1995

Program	Examination	Pass Rate
Dental Assisting	Dental Assisting National Board	100%
Medical Lab. Technician	Board of Registry	100%
Practical Nursing	State Board of Nursing/NCLEX-PN	88%
Radiologic Technology	American Registry	100%
Respiratory Care Technician	National Certification Exam - Entry-Level Technicians	60%
Respiratory Care Therapist	National Registry Exam	Written - 58% Clinical - 42%
Surgical Technology	National Certifying Exam	100%

Results

1. In four of the seven programs, 100% of the graduates passed the exam and graduates' pass rates exceeded the national pass rates.

2. In Surgical Technology, in 13 years, only one graduate has failed to pass the exam on his/her first try.

3. In the Respiratory Care Therapist program, clinical exam scores improved from 33% passing in 1994 to 42% passing in 1995.

4. Dental Assisting students increased test scores by 22 points with 100% pass rate.

5. In Practical Nursing, the pass rate improved from 82% in 1994 to 88% in 1995.

4. Reports of Program Changes that have Occurred as a Result of External Program Evaluations

No report is necessary.

5. Academic Advising

This component was reported on last in 1995. Based on the schedule of reporting, it will be reported on next in 1997.

6. Entry-Level Placement and Developmental Education

Students entering Spartanburg Technical College who are unprepared for college-level course work will receive appropriate instruction necessary for the students successful entry into curriculum courses.

The College uses ACT's ASSET skills assessment to place students in the appropriate course level - either transitional studies (developmental) or curriculum. Transitional Studies uses five measures to determine effectiveness:

1. Program enrollment
2. Student success in completing subject area
3. Pass rates in target courses
4. Grade point average comparison
5. Transitional Studies students' graduation rates

Results

1. The College increased the reading skills requirement for entry into the Medical Secretarial Science program.

2. Only one writing assessment is now required for entry into programs requiring ENG 101 - English Composition I.

3. Students are completing Transitional Studies courses and entering curriculum courses at a faster rate - up to 50% faster.

4. Students who enroll in curriculum courses after completing Transitional Studies classes are just as successful as those students who did not take Transitional Studies courses. In some cases, Transitional Studies students performed better than non-transitional studies students.

5. There is no significant difference between GPA's of students who had been enrolled in Transitional Studies courses and those who had not.

6. Transitional Studies students are graduating from curriculum programs at a higher rate than the general student population.

7. Success of Entering Students in Meeting College or University Admissions Prerequisites

This component is not applicable to our institution type.

8. Achievement of Students Transferring from Two to Four Year Institutions

This component was reported on last in 1995. Based on the schedule of reporting, it will be reported on next in 1997.

9. Analyses of Undergraduate Retention and Attrition

The College has established a goal to retain at least 85% of students from fall to spring term each year.

Results

1. The College's student retention rate for 1995/96 was 79% - no change from 1994/95.
2. The Industrial Technology division has the most improved student retention rate - 71% in 93/94; 84% in 94/95 and 85% in 95/96.
3. The Arts and Sciences, Engineering Technology and Transitional Studies divisions experienced retention rates lower than the College average.
4. Activities to improve retention include:
   a. Counseling staff provided classroom guidance sessions for transitional studies students.
   b. Supplemental instruction was provided in horticulture classes.
   c. Students on academic probation were provided additional counseling.
   d. Activities have been added to increase student awareness of support services.
   e. Advisors have upgraded advising skills and advising services.

10. Minority Student and Faculty Access and Equity

Minority Undergraduate Enrollment and Minority Undergraduate Degrees Earned

Category	1992			1995		
	African-American #	Total #	African-American %	African-American #	Total #	African-American %
A. Enrollment						
1. Number and Percentage of African-American Undergraduate Students	478	2,575	18.6%	521	2,547	20.5%
B. Degrees Earned						
1. Number and Percentage of African-American Associate Degree Recipients	52	441	11.7%	21	215	9.8%

11. Academic Performance of Student Athletes

This component is not applicable to our institution type.

12. Procedures for Student Development

Student Services

The College measures the effectiveness of two aspects of student development - student services and student attainment of student development skills. Support services provided to students are evaluated annually through a variety of processes including customer surveys. Services provided are expected to satisfy the customer - applicant, student, business/industry, faculty/staff.

Results

1. The financial aid office has reduced student wait time during registration by moving some services to a more convenient location.

2. The registration process has been refined so that students can complete all enrollment processes earlier.

3. The students' satisfaction with student services exceeded the national average in all areas except job placement and financial aid. Strategies to improve satisfaction ratings in these two areas have been implemented. The Job Placement office functions have been expanded and moved to the academic division. A Quality Team is addressing ways to improve financial aid services.

4. Ninety-five percent of applicants using student admissions services rate services as very satisfactory.

Student Development Academic Skills

At a level appropriate to his/her area of study, each graduate of a credit program at the College will:

1. Work effectively within a group.
2. Demonstrate problem-solving ability.
3. Demonstrate knowledge of professional work ethics.
4. Demonstrate knowledge of employer expectations of job seeking, keeping and advancing skills.

For each course competency involving student development skills, 85% of the students are expected to perform that competency satisfactorily. Student attainment of skills are assessed through field testing. The business technology division results are given in this report.

Results

1. In 80.3% of the student development competencies taught, 85% or more of the students successfully attained the skill or behavior required.

2. A higher percent of students acquired student development competencies than those successfully attaining technical skills.

3. The teaching and assessment of student development competencies will be expanded to other programs in 1996.

13. Library Resources and Services

This component was reported on last in 1995. Based on the schedule of reporting, it will be reported on next in 1998.

14. Administrative and Financial Processes and Performance

This component was reported on last in 1994. Based on the schedule of reporting, it will be reported on next in 1997.

15. Facilities

This component was reported on last in 1994. Based on the schedule of reporting, it will be reported on next in 1997.

16. Public Service

This component is not applicable to our institution type.

17. Research

This component is not applicable to our institution type.

TECHNICAL COLLEGE OF THE LOWCOUNTRY

Introduction

The Technical College of the Lowcountry (TCL) is a public, community-based, two-year institution. The mission of the College follows:

> The Technical College of the Lowcountry (TCL) is a comprehensive, student centered community college dedicated to serving the diverse educational needs of B eaufort, Colleton, Hampton, and Jasper counties. An open admissions college, TCL provides quality, affordable transfer and career programs leading to Associate Degrees, Diplomas, and Certificates, as well as student services in an environment conducive to achieving excellence in teaching and learning. The College serves as an effective partner in economic and human resource development in South Carolina by offering specialized courses for business and industry, developmental education, continuing education, career development and community service opportunities.

The College serves the diverse educational needs of military personnel and dependents, recent high school graduates, older students in the work force, and senior citizens. Many students are underemployed and the primary reason that students cite for attending TCL is to obtain a job or to improve job skills.

The primary challenge facing the College is obtaining adequate funding. The funding levels by the State and service counties have not kept pace with the headcount growth. Consequently, the College has struggled to provide quality education to meet the needs of the community.

Reporting Schedule

The reporting schedule is shown on Table I. This 1996 Executive Summary for the Technical College of the Lowcountry includes Automotive Technology, Building Construction, Criminal Justice, Environmental Technology Office Systems Technology; Performance of Professional Program Graduates on Licensing and Certification Exams; General Education; Developmental Programs/Entry-Level Skills; Retention and Attrition; and Student Development and Student Services. The full report includes all departments and programs.

The Technical College of the Lowcountry is particularly pleased that the College has been able use Title III funds and county bond money to implement a computer technology center, establish a college-wide fiber optic computer network, and initiate training for faculty and staff in the use of computer technology. In 1996-97 distance education will become an integral part of the College's academic programs.

	Academic Year	
1996-97	1997-98	1998-99
Majors or Concentrations Computer Technology Electronics Technology Legal Assistant CAD LPN Child Care Assistant Criminal Justice	**Majors or Concentrations** Cosmetology General Business Horticulture HVAC Technology RN Nursing	**Majors or Concentrations** Automotive Technology Bldg Construction Criminal Justice Office Systems Technology Environment Technology
Licensure and Certification	Licensure and Certification	Licensure and Certification
General Education	General Education	General Education
Two to Four Year Transfer		Developmental Programs/ Entry-Level Skills
Administrative and Financial Processes/Performance	Retention and Attrition	Retention and Attrition
Facilities	Student Development and Student Services	Student Development and Student Services
Alumni Follow-Up	Library Resources and Services	

The TCL Institutional Effectiveness Program

Referring to the figure, the major components of the TCL institutional effectiveness process are the TCL Commission Annual Retreat, the Fall/Spring semester planning and assessment activities, the TCL Faculty/Staff Retreat, and the budget planning process.

TCL Commission Annual Retreat

The TCL Commission at its annual Fall retreat uses the College *Expected Educational Outcomes*, which are described in the *TCL Annual Institutional Effectiveness Report*, as a basis for identifying the College's successes and weaknesses, for establishing College goals, and, as appropriate, for revising the College's mission.

Fall/Spring Semester Planning and Assessment Activities

In the Fall semester, all departments and programs begin documenting the achievement of expected educational results, identifying goals and linking these goals to the College Mission and goals, establishing the assessment methods, and incorporating outcomes of the TCL Commission Retreat. The reports are reviewed by all departments, vice presidents, and the Executive Committee.

Faculty/Staff Planning Retreat

The retreat is a College-wide planning and assessment activity that identifies areas of strength and weakness and suggests College priorities. The facilities' needs identified in the retreat are considered in revising the facilities master plan.

Budgetary Process

The results of the faculty/staff retreat are provided to the Budget Committee, which meets following the faculty/staff retreat. The results of the retreat serve to link the planning process to the budget and to revisions of the facilities master plan. The link is documented by the Budget Committee's written responses in the document, *Closing the Loop*.

TCL Annual Institutional Effectiveness Report

All departmental/program annual reports, Faculty/Staff Retreat outcomes, Research Office survey results, *Closing the Loop*, and *Expected Educational Outcomes* are included in the *TCL Annual Institutional Effectiveness Report*. The College uses the report as a resource and to document the institutional effectiveness process.

1. General Education

The assessment of competencies for General Education utilizes multiple measures including *The College Basic Academic Subjects Examination (BASE)* standardized tests, discipline assessments and projects, and faculty and student evaluations. Results of the BASE examinations revealed that students scored higher in reading critically and reading analytically than in understanding literature. In the objective writing section, students scored much higher in the conventions of written English than in writing as a process. Faculties have reviewed these findings and have requested that the writing portion of the test be administered the 1996-1997 school year. In mathematics, students showed deficiencies in statistics and geometry, but did well in practical applications, properties and notations, and algebra.

Based on assessment results, the following program changes were implemented. In mathematics a full review (DACUM) of the curriculum will be completed during Summer 1996. Also, alternative 8-week classes that increased daily exposure to content were developed. In English, teaching methods were changed to include more collaborative study groups, more research in English 101, and an increase in journal writing. In speech, opportunities to improve outlining skills, to build research skills, to acquire ability to use Internet, and to utilize descriptive and influential statistics as support for a point were added.

2. Majors or Concentrations

Automotive Technology

The automotive technology programs use student evaluations, graduate and employer surveys, three standardized examinations, and advisory committee feedback to evaluate the program. Enrollment for Fall 1995 showed an encouraging increase of 48% when compared to Fall 1994. The Fall retention rate of 91.5% and a completion rate of 89.4% also represent increases over Fall 1994. However, low enrollment resulted in the cancellation of all day classes. The enrollment pattern suggests that the market for students in the professional automotive Technology program may not be sufficient.

In an effort to expand the pool of prospective students, one new certificate program and two new courses have been proposed. These new program elements have been recommended by the Advisory Committee and the

TCL Curriculum Committee. Approval by the TCL Area Commission and State Board for Technical and Comprehensive Education are pending. The action plan is to improve support services and program advertising, to increase recruiting, to offer more GM classes in cooperation with Greenville Technical College to enable area GM technicians to be certified and to qualify TCL instructors to teach GM classes.

Building Construction

The BCT Program is designed to provide students with the skills necessary to obtain construction-related employment. The BCT program courses provide students with the basic knowledge and skills in carpentry, estimating, site-layout, drafting, blueprint reading, building codes, and cabinet making.

The department's participation in the Port Royal Project, a program in which students in the various technical areas build a house for a low-income family, was invaluable in providing students with hands-on experience in house building, as well as providing an opportunity to assess student performance in job-like conditions. The assessment study revealed that students in the program are enthusiastic and motivated and that more emphasis needs to be placed on planning jobs. Students need more training in how seemingly insignificant decisions and mistakes can mushroom into major problems. Program concerns include the less than optimal condition of the physical facilities, tools, and equipment; low budgetary support; and student performance.

Criminal Justice

The Criminal Justice associate degree program prepares students for careers in law enforcement, corrections, juvenile justice, private security, administrative services, probation and parole, and the court. Student evaluation of instruction, advisory committee input, employer evaluations, and peer evaluations are used to assess the program.

In 1995 the advisory committee membership was expanded to better reflect the employment situation of the four-county service area, and CRJ 145 was offered in distance learning format to meet the needs of the service area. The Fall 1995 assessment of the Criminal Justice program revealed a high level of satisfaction with the program and the instructor (average score of 3.77 of a possible 4.0), and that the course schedule needed to be modified to meet the needs of nontraditional students. Based on the results of assessments, the following program changes were made: 1) Additional criminal justice classes offered at the Hilton Head and H. Mungin centers via distance education; 2) For students desiring to continue their education at four-year institutions, a pathway maximizing the numbers of courses that would transfer was developed; and 3) Two eight-week sessions were implemented in Spring 1995.

Office Systems Technology

The associate degree in the Office Systems Technology program is designed to prepare graduates for entry-level secretarial positions. Student evaluation of instruction, advisory committee input, external review of cooperative work experiences, capstone courses, and review of each student's portfolio are used to assess student achievement.

The 1995-96 assessment of the Office Systems Technology program revealed a high level of satisfaction with the program and the instructors (above 3.50). However, the results of graduate and employer surveys showed that the OST program needs to be revised to reflect current job markets. Based on the results of assessments, the following program changes were made: 1) Medical-related components were added to existing courses, 2) Keyboarding on the typewriter was eliminated in favor of teaching keyboarding on the computer, and 3) Advisory committee membership was expanded.

Environmental Technology

Four certificates — Water Treatment Operations, Wastewater Treatment Operations, Water and Wastewater Systems Management, and Environmental Laboratory Technician — are offered to prepare individuals to work in the water and wastewater industry as treatment operators and lab technicians. A Diploma in Environmental Operations Technology is also offered to prepare individuals for advancement. The current assessment of the Environmental Technology program entails a review of accomplishments, program Advisory Committee meeting discussions, informal meetings with committee members and industry contacts, job placement, student performance, and course evaluation comments.

Based on the results of assessments, the following program changes were made: 1) Math applications in water and wastewater treatment have been strengthened, 2) "Video Tours" of area treatment facilities were included in the Spring term, 3) The course "Man & His Environment" was offered via distance education, 4) Courses are being offered in an 8-week format and on Saturdays to meet the needs of nontraditional students, 5) The course "Introduction to Treatment Facilities" was restructure to improve student learning and achievement, and 6) A certificate program in Hazardous Materials Management Technology will be offered in 1996-97.

3. Performance of Professional Program Graduates on Licensing and Certification Exams

Associate Degree Nursing: The NCLEX results are shown in Table II. As the table shows, 24 of the 29 graduates passed the exam on the first attempt. The program pass rate of 82.76% increased slightly from the previous year, but still fell below the national average for the second year. Curriculum revision and evaluation have been ongoing since that time. One of the action items for the College for the year was to "Improve the NCLEX scores of ADN graduates." In March 1996, the Board of Nursing required that all aspects of the program be evaluated and that a written report be submitted by May 15, 1996 to address the deficient NCLEX-RN pass rate.

Information from the current evaluation will be used in the Progress Report for the National League for Nursing (NLN) in 1997. The NLN conducted a site visit in April 1995 and granted continuing accreditation with a two-year progress report on the recommendations from the Board of Review. These recommendations were stated as follows:

1. The program of learning should be based on the philosophy and outcomes and reflect a coherent organizing framework.
2. Course goals, classroom objectives, and clinical objectives need to be revised to reflect continuity and progression toward course and program outcomes.
3. Methodologies/tools selected for evaluation of student achievement reflect classroom and clinical objectives, goals, and/or outcomes; describe the process for grade determination; and be provided to students in writing at the beginning of each course.
4. Nursing faculty members (full- and part time) are academically and professionally qualified.

TABLE II
ASSOCIATE DEGREE NURSING PROGRAM: NCLEX RESULTS

NCLEX-RN First Time Examinees	**1992**	**1993**	**1994**	**1995**
Total Number Tested from TCL	22	38	32	29
Number Passing NCLEX from TCL	22	35	26	24
Percent Passing from TCL	100%	92%	81.2%	82.8%
Percent Passing in S.C.	95.2%	94%	92.8%	91.55%
Percent Passing - National	92.7%	91.1%	91.6%	90.54%

Practical Nursing: As illustrated in Table III, for the past four years the passing rate of first-time writers has been above the national average. In 1995, the NCLEX-PN pass rate was again at 100%. Therefore, no major program review has been indicated by these criteria. The continued goal of the PN program is to prepare graduates to meet the demands of the work environment. As a result of the rapidly changing health care environment, program review is an ongoing process and changes/ revisions are made as necessary to ensure meeting this goal.

Data collected on the practical nurse student population included demographics, admission, retention, and graduation rates, and graduate information. The entering class consisted of 30 students, filling the seats available in the program. The retention or progression rate from Fall 1995 to Spring 1996 semesters was 70%. The graduation rate for the Class of 1995 (students who entered Fall 1994) was 70% with 21 students successfully completing all program requirements. The follow-up study on the Class of 1995 was conducted in March 1996 with a limited response rate of 28.6%. The employer survey will be sent during Summer 1996.

TABLE III
PRACTICAL NURSING PROGRAM: NCLEX-PN Passing Rate

	Year Graduated			
NCLEX-PN First Time Examinees	**1992**	**1993**	**1994**	**1995**
Total Number Tested from TCL	17	15	22	21
Number Passing NCLEX from TCL	17	14	22	21
Percent Passing from TCL	100%	93.3%	100%	100%
Percent Passing in S.C.	96.3%	94.4%	95.0%	96.15%
Percent Passing - National	90.5%	88.7%	90.4%	90.74%

Cosmetology: The Cosmetology program has had a 100-percent passing rate (Table IV) on the South Carolina State Board of Cosmetology Licensure Examination. This result is consistent with students' grades and faculty reports of student achievement. If, in any year, the student pass rate on the South Carolina State Board of Cosmetology Licensure Examination falls below the department goal, the program faculty will immediately initiate steps to revise the cosmetology curriculum to achieve this goal.

Although the Cosmetology diploma program is extremely successful in educating and employing students, it is constantly looking of ways it can improve. Keeping abreast of current technology is important to the TCL Cosmetology program. Providing this technology to the students is most important. The program will be looking into ways it can secure and implement an imaging hair style computer. An imaging computer lets the client and technician pick out a specific hair arrangement. The client has a very good idea of what the arrangement will look like before anything is done. The imaging computer is currently being used on Hilton Head Island and other locations. The cosmetology instructors will be examining types of computers, software, and applications during the 1995-1996 academic year.

TABLE IV
Cosmetology Licensure Results: 1991-95

Year*	Number of Students		Percent Passing
	Tested	Passing	
1995	14	14	100%
1994	16	16	100%
1993	12	12	100%
1992	17	17	100%
1991	16	16	100%
*Includes Summer, Fall, & Spring terms			

4. Reports of Program Changes That Have Occurred as a Result of External Program Evaluations

This component is not applicable to this institutional type.

5. Academic Advising

Based upon the schedule of reporting, this component will be reported on in 1997

6. Entry Level Placement and Developmental Education

Students are placed in DE based on their scores on the ASSET program. DE courses provide the opportunity for students to acquire the essential academic skills needed to attain their goals in a chosen curriculum. Classes are offered in mathematics, English, and reading. All DE students are assigned an advisor who meets with advisees at least twice per semester.

Tracking is done on DE students in the first term after they have exited DE. Curriculum follow-up results for the years 1993-1995 are listed in Tables V, VI, and VII.

TABLE V
Reading Developmental Education Follow-Up: 1993-1995

Semester	Students Completing DE Courses Number (%)	Students Passing Follow-up Courses	
		Former DE Students Number (%)	Non-DE Students
Fall 1993	37 (63%)	9 (78%)	60%
Spring 1994	54 (93%)	12 (93%)	80%
Summer 1994	28 (64%)	17 (78%)	75%
Fall 1994	36 (90%)	17 (63%)	72%
Spring 1995	55(77%)	1(100%)	87%
Summer 1995	12(86%)	No students entered target courses	
Fall 1995	24(80%)	3(75%)	0.68

TABLE VI
Mathematics Developmental Education Follow-Up: 1993-95

Semester	Students Completing DE Courses Number (%)	Students Passing Follow-up Courses	
		Former DE Students Number (%)	Non-DE Students
Fall 1993	60 (57%)	31 (78%)	68%
Spring 1994	95 (93%)	34 (55%)	67%
Summer 1994	48 (60%)	62 (63%)	77%
Fall 1994	68 (87%)	50 (53%)	71%
Spring 1995	85(70%)	11(61%)	67%
Summer 1995	28(90%)	12(68%)	72%
Fall 1995	51(80%)	16(73%)	75%

TABLE VII
English Developmental Education Follow-Up: 1993-1995

Semester	Students Completing DE Courses Number (%)	Students Passing Follow-up Courses	
		Former DE Students Number (%)	Non-DE Students
Fall 1993	35 (40%)	11 (37%)	58%
Spring 1994	58 (72%)	21 (64%)	71%
Summer 1994	37 (55%)	32 (54%)	66%
Fall 1994	44 (70%)	43 (66%)	57%
Spring 1995	68(61%)	8(72%)	65%
Summer 1995	5(42%)	1(50%)	64%
Fall 1995	29(57%)	15(53%)	56%

The results of follow-up studies showed that few of the DE students immediately enroll in target curricula courses. The study also showed that the withdrawal rate of DE students is increasing at a time when DE enrollment is decreasing. Most withdrawals resulted from family, medical, or work-related problems. The performance of students exiting DE mathematics and reading courses in target courses is lower than that of their peers who did not take DE courses. An analysis of the mathematics and language skills curricula is underway to determine its strengths and weaknesses. A DACUM is underway for the mathematics curriculum, and a DACUM for English subjects is planned for Fall, 1996.

Based on the results of assessments, the following program changes were made: 1) COL 101 (College Orientation) has been implemented as a one credit college course, and is strongly recommended to DE students; 2) Advisee appointment forms have been revised with a detachable section that students fill out and give to advisors prior to advisee appointments. The section provides information on student concerns about financial aid, tutorial services, and courses; 3) Advisors meet with advisees at least two times per semester; 4) DE classes are scheduled to meet two days per week rather than four days beginning in the Fall 1996 semester; 5) More technology has been infused in the DE curricula with students keeping electronic journals and using computer assisted instructional software; and 6) Some DE classes are now offered in an eight-week format to accommodate nontraditional students, and a DE math class will be offered through distance learning in Fall 1996.

7. Success of Entering Students in Meeting College or University Admissions Prerequisites

This component is not applicable to this institutional type.

8. Achievement of Students Transferring from Two to Four Year Institutions

Based upon the schedule of reporting, this component will be reported on in 1997

9. Analyses of Undergraduate Retention and Attrition

In 1992-93 the South Carolina Technical Education System Student Retention Study (Roper Model) ranked Technical College of the Lowcountry among the lowest institutions in the system for retention of first time, "new" college students. At the same time, the College has shown remarkable success retaining special student populations such as displaced workers, and unemployed homemakers entering or re-entering the workforce. In the Fall of 1992, under the auspices of a Title III grant, the Student Development Division implemented the first phase of a three-year plan to assess the effectiveness of student services and community outreach services as part of its overall strategy to enhance student retention.

The implementation plan used Fall and Spring semester student surveys and the graduating student survey to determine the satisfaction level of students who used student services. In addition to these satisfaction surveys, the college conducted external and internal assessments of current services, and identified strategies to improve the internal delivery of student and community services.

Assessment results collected over the past three years indicate that students must have college information, advising, financial resources, and support systems at the "front end" prior to registration in order for them to attain their educational goals. Focus group reports revealed that the special student populations were "front-loaded" with information and received individual counseling, advisement, and support. Based upon these assessment results, student goals are collected at the "front end" and confirmed through a registration-linked process. In addition a Student Information/Advisement Center has been implemented which provides:

- Early identification and support systems for students
- Improvements in advisement
- Retention training activities for faculty and staff.

Results of the 1995 graduate survey revealed that student satisfaction was highest with registration, instruction in the major, advising, and the bookstore. Students were also satisfied with their program of study, faculty attitude and availability, course availability, pre-admission testing, General Education, and computer courses. Students were less satisfied with staff attitude, the library, financial aid, laboratory equipment, placement services, and college orientation.

The College is very successful in converting applicants to students. The conversion rate, the percentage of those students who apply to the College and then enroll, was 71% in Fall 1995. However, the College is less successful in retaining students. The assessment results indicated that the college has a high attrition rate and a high withdrawal rate. One exception was the retention rate for students enrolled in the New Horizons, EDWAA and, JTPA programs. For these students the retention rate was 80%.

10. MINORITY STUDENT AND FACULTY ACCESS AND EQUITY

Minority Undergraduate Enrollment and Minority Undergraduate Degrees Earned						
	1992			1995		
Category	African-American #	Total #	African-American %	African-American #	Total #	African-American %
A. Enrollment 1. Number and Percentage of African-American Undergraduate Students	566	1,426	39.7%	481	1,382	35.5%
B. Degrees Earned 1. Number and Percentage of African-American Associate Degree Recipients	76	180	42.2%	37	116	31.3%

11. Academic Performance of Student Athletes

This component is not applicable to this institutional type.

12. Procedure for Student Development

The College has implemented the following previous action plan objectives:

- A Fall orientation program.
- College Success Course (101) for credit.
- Revision of the college placement course (ASSET) program.
- Addition of Saturday and evening ASSET sessions.
- Increased services for evening students and off-campus centers.
- A health education program.
- The Blackbaud prospect and application tracking system.
- A retention study.

The new College Information Center and the new Student Advisement Center were implemented Spring semester 1996 as the result of studies of student attrition. The purpose of the College Information Center is to improve student retention by providing a personal welcome and general information about the college, arranging appointments and campus tours, and distributing college publications. In the centers new first-time freshman are scheduled, counseled, admitted, assessed, advised, oriented, and registered prior to the beginning of the semester. "Early Alert" identification of high-risk students provides them with academic intervention strategies or a preventive attrition measure. The Advisement Center has access to the local area network and to the new relational data base which allows users to access the database and generate their own reports from their desktop personal computer and to teach student cohorts.

The following program changes were made as a result of implementing the College Information Center and the Student Information Center.

- Management and advisory teams were formed which included faculty, staff, and students.
- A director for the Student Advisement Center was hired.
- A computer programmer was hired to enable users to directly access all student data from their desktops.
- Computer software and hardware were purchased to support the activities of the Student Information Advisement Center.
- An information desk was placed in the lobby area.
- A Student Information/Advisement Packet was developed.
- Retention Workshops were provided for faculty and staff.

13. Library Resources and Services

Based upon the schedule of reporting, this component will be reported on in 1998

14. Administrative and Financial Processes and Performance

Based upon the schedule of reporting, this component will be reported on in 1997.

15. Facilities

Based upon the schedule of reporting, this component will be reported on in 1997.

16. Public Service

This component is not applicable to this institutional type.

17. Research

This component is not applicable to this institutional type.

TRI-COUNTY TECHNICAL COLLEGE

Introduction

Tri-County Technical College has been assessing and reporting institutional effectiveness to the Commission on Higher Education annually since 1988-89. The cycle for assessing and reporting the institutional effectiveness components to the Commission on Higher Education from July of 1989, through July of 2000, for Tri-County Technical College is as follows:

1989 through 2000 Schedule for Assessing and Reporting Institutional Effectiveness Components to the Commission on Higher Education for Tri-County Technical College

Institutional Effectiveness Components	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
General Education				✓		✓		✓		✓		✓
Majors or Concentrations				✓	✓	✓	✓	✓	✓	✓	✓	✓
Licensing and Certification Exams	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Alumni Follow-Up*			✓		✓							
Academic Advising**							✓		✓		✓	
Entry-Level Skills*			✓	✓								
Remedial/Developmental Programs*			✓	✓	✓							
Entry-Level Placement and Developmental Education**								✓			✓	
Students Transferring from Two- to Four-Year Institutions					✓		✓		✓		✓	
Retention and Attrition			✓	✓		✓		✓		✓		✓
Minority Student and Faculty Access and Equity	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Student Development and Student Services				✓		✓		✓		✓		✓
Library Resources and Services				✓			✓			✓		
Administrative and Financial Processes and Performance				✓		✓			✓			✓
Facilities				✓		✓			✓			✓
Total Assessed and Reported	2	2	6	11	6	8	6	7	7	7	6	8

*This institutional effectiveness component was eliminated in 1994.
**This institutional effectiveness component was added in 1994.

The institutional effectiveness model used at Tri-County Technical College ensures that the results of the assessments of institutional effectiveness are used for improvement of programs and services, decision-making, and planning at the College. During 1994-95, the College revised its planning and evaluation process to include the creation of five-year development plans and annual development plans for the College and eleven functional units. The eleven functional units are (1) Academic Support Services Division, (2) Arts and Sciences Division, (3) Business and Human Services Division, (4) Comprehensive Studies Division, (5) Computer Services Division, (6) Continuing Education Division, (7) Finance and Administrative Services Division, (8) Health Education Division, (9) Industrial and Engineering Technology Division, (10) Institutional Development Division, and (11) Student Services Division.

The results of the institutional effectiveness assessments are used for determining whether the College and units achieve their standards. The standards are the criteria/measures used by the College and each unit to demonstrate effectiveness in achieving its mission/purpose and goals. The standards are measured annually and activities for improving standards not achieved are included in the College and/or unit annual development plans.

In addition, each unit also uses the results of the assessments of institutional effectiveness to develop activities for improvement and growth of programs and services based upon the findings. This is achieved by developing institutional effectiveness activities which address weaknesses identified in the assessments or where change is needed based upon technological and/or professional advancement in the field. The institutional effectiveness activities are included in the College and/or unit annual development plans and are measured annually.

The College and unit five-year and annual development plans are completed in September and are available for review through the Planning, Research, and Evaluation Department.

1. General Education

Tri-County Technical College has been assessing general education annually since 1991-92. The next reporting of the assessment of general education will be in 1997-98. The assessment consists of two parts. The first part consists of asking diploma and associate degree curriculum graduates and students to rate the quality and effectiveness of general education English, humanities, math, and science courses. A total of 1,897 graduates and 4,186 students have provided feedback on general education courses. The second part consists of asking diploma and associate degree technical curriculum graduates and the supervisors of these graduates to rate the College's preparation on eleven general competencies. A total of 1,013 employers and 1,692 graduates have provided feedback on the general competencies. The major findings are as follows:

Summary of the Results from Graduates and Students on General Education Courses

Categories and Years of Assessment		Graduates		Students	
		Average Mean Rating	Effectiveness Rating	Average Mean Rating	Effectiveness Rating
Quality and Effectiveness of English Courses	1991-92	4.20	Very Good	4.00	Very Good
	1992-93	4.10	Very Good	3.70	Good
	1993-94	4.23	Very Good	4.00	Very Good
	1994-95	4.10	Very Good	3.87	Good
	1995-96	4.10	Very Good	3.97	Good
Quality and Effectiveness of Humanities Courses	1991-92	4.00	Very Good	3.95	Good
	1992-93	4.10	Very Good	3.65	Good
	1993-94	4.07	Very Good	3.87	Good
	1994-95	4.00	Very Good	3.87	Good
	1995-96	4.07	Very Good	3.93	Good
Quality and Effectiveness of Math Courses	1991-92	4.15	Very Good	4.15	Very Good
	1992-93	4.20	Very Good	4.15	Very Good
	1993-94	4.13	Very Good	4.00	Very Good
	1994-95	4.03	Very Good	3.80	Good
	1995-96	4.10	Very Good	3.83	Good
Quality and Effectiveness of Science Courses	1991-92	4.30	Very Good	4.20	Very Good
	1992-93	4.10	Very Good	3.75	Good
	1993-94	4.20	Very Good	3.80	Good
	1994-95	4.00	Very Good	3.70	Good
	1995-96	4.27	Very Good	3.80	Good

The four effectiveness ratings from lowest to highest are as follows: Average Mean Ratings of 1.00 up to 2.00 = Very Poor, 2.00 up to 3.00 = Poor, 3.00 up to 4.00 = Good, and 4.00 to 5.00 = Very Good.

Summary of the Results from Employers and Graduates on General Competencies

Categories and Years of Assessment		Employers		Graduates	
		Average Mean Rating	Effectiveness Rating	Average Mean Rating	Effectiveness Rating
Preparation of Graduates on General Competencies	1991-92	3.95	Good	4.24	Very Good
	1992-93	4.02	Very Good	4.14	Very Good
	1993-94	4.02	Very Good	4.25	Very Good
	1994-95	3.95	Good	4.09	Very Good
	1995-96	4.05	Very Good	4.19	Very Good

The four effectiveness ratings from lowest to highest are as follows: Average Mean Ratings of 1.00 up to 2.00 = Very Poor, 2.00 up to 3.00 = Poor, 3.00 up to 4.00 = Good, and 4.00 to 5.00 = Very Good.

The past assessments of general education have resulted in the following improvements at the College: (1) Increase of eight computers to faculty and staff in the Arts and Sciences Division; (2) Installation of a server for the student computer lab in the Arts and Science Division allowing for communication between students and faculty by computer; (3) Increase in full-time faculty within the Arts and Sciences Division; and (4) Paid office hours for adjunct faculty in the Arts and Sciences Division for assisting students in general education courses outside of class.

Over the next two years, the College will continue to improve general education by completing the following activities: (1) Groundbreaking of a new health/science building which will provide state-of-the-art equipment in the health/science labs; (2) Developing courses using the distance learning laboratory; and (3) Expanding the assessment of general education to provide more extensive feedback from graduates and students for improvement of general education courses.

2. Majors or Concentrations

Tri-County Technical College has been assessing the effectiveness of its twenty-three technical curriculum programs annually since 1991-92. The next reporting of the assessment of the technical curriculum programs will be in 1996-97. The assessment consists of surveying employers, graduates, and students on technical competencies, general competencies, instruction, facilities and equipment, student development, satisfaction with the College, and work performance. A total of 1,013 employers (direct supervisors of graduates), 1,692 diploma and associate degree technical curriculum graduates, and 2,437 technical curriculum students have provided feedback on the twenty-three programs. The major findings are as follows:

Summary of the Results from Diploma and Associate Degree Technical Curriculum Program Graduates

Question:	If you were to start college over, would you choose to attend Tri-County Technical College?	1991-92	Percent of graduates indicating Probably Yes or Definitely Yes	90.4%
		1992-93		91.9%
		1993-94		92.8%
		1994-95		93.2%
		1995-96		93.1%
Question:	How satisfied are you with the educational experience you had at Tri-County Technical College?	1992-93	Percent of graduates indicating Satisfied or Very Satisfied	95.9%
		1993-94		95.3%
		1994-95		96.3%
		1995-96		97.1%
Question:	Do you feel your Tri-County Technical College experience has improved the quality of your life?	1992-93	Percent of graduates indicating Probably Yes or Definitely Yes	92.9%
		1993-94		96.2%
		1994-95		94.9%
		1995-96		96.7%
Question:	Which statement best describes how you think your program prepared you for employment in the field?	1991-92	Percent of graduates indicating Adequate or Very Adequate Preparation	96.5%
		1992-93		95.1%
		1993-94		91.4%
		1994-95		93.6%
		1995-96		95.6%

Summary of The Results from Diploma and Associate Degree Technical Curriculum Program Employers

Question:	Compared to other workers who have similar jobs, how would you rate our graduate's work attitude?	1992-93	Percent of employers indicating Adequate or Very Adequate	96.2%
		1993-94		98.0%
		1994-95		97.3%
		1995-96		97.2%
Question:	Compared to other workers who have similar jobs, how would you rate our graduate's work quality?	1992-93	Percent of employers indicating Adequate or Very Adequate	97.2%
		1993-94		97.2%
		1994-95		98.0%
		1995-96		99.1%
Question:	Compared to other workers who have similar jobs, how would you rate our graduate's on-the-job performance?	1992-93	Percent of employers indicating Adequate or Very Adequate	96.3%
		1993-94		97.2%
		1994-95		97.3%
		1995-96		98.1%
Question:	If you had an opening, would you consider hiring another of our graduates?	1991-92	Percent of employers indicating Probably Yes or Definitely Yes	98.2%
		1992-93		99.0%
		1993-94		99.6%
		1994-95		99.3%
		1995-96		99.1%

Annual Effectiveness Ratings from Employers, Graduates, and Students by Program on Preparation of Technical Competencies and Quality of Instruction for 1991-92 through 1994-95

Technical Curriculum Diploma and Associate Degree Programs	Preparation on Technical Competencies from Employers	Preparation on Technical Competencies from Graduates	Quality of Instruction from Graduates and Students
Accounting	Good to Very Good	Good to Very Good	Very Good
Associate Degree Nursing	Good to Very Good	Very Good	Good to Very Good
Computer Technology	Good to Very Good	Good to Very Good	Good to Very Good
Criminal Justice Technology	Good to Very Good	Very Good	Very Good
Dental Assisting	Very Good	Very Good	Very Good
Early Childhood Development	Good to Very Good	Very Good	Very Good
Electronics Engineering Technology	Very Good	Very Good	Very Good
Engineering Graphics Technology	Poor to Good	Poor to Good	Poor to Good
General Engineering Technology	Very Good	Good to Very Good	Very Good
Heating, Ventilation, Air Conditioning Technology	Good to Very Good	Very Good	Very Good
Industrial Electronics Technology	Good	Good	Very Good
Industrial Mechanics	Good	Good to Very Good	Very Good
Machine Tool Technology	Good to Very Good	Good to Very Good	Good to Very Good
Management	Good to Very Good	Very Good	Very Good
Medical Laboratory Technology	Good	Good to Very Good	Very Good
Office Systems Technology/Automated Office	Good to Very Good	Very Good	Good to Very Good
Practical Nursing	Good to Very Good	Good to Very Good	Very Good
Quality Assurance Technology	Very Good	Good to Very Good	Very Good
Radio and Television Broadcasting	Good to Very Good	Good to Very Good	Very Good
Surgical Technology	Good to Very Good	Very Good	Very Good
Textile Management Technology	Good to Very Good	Very Good	Very Good
Veterinary Technology	Good to Very Good	Very Good	Very Good
Welding	Good to Very Good	Very Good	Very Good

The four effectiveness ratings from lowest to highest are as follows: Average Mean Ratings of 1.00 up to 2.00 = Very Poor, 2.00 up to 3.00 = Poor, 3.00 up to 4.00 = Good, and 4.00 to 5.00 = Very Good.

- Employers and graduates have rated the preparation on technical competencies as good or very good in twenty-two of the twenty-three diploma and associate degree technical curriculum programs annually from 1991-92 through 1994-95.
- Graduates and students have rated the quality and effectiveness of instruction as good or very good in twenty-two of the twenty-three diploma and associate degree technical curriculum programs annually from 1993-94 through 1994-95.

The past assessments of majors or concentrations have resulted in the following improvements at the College: (1) Restructuring the one program rated as poor by employers and graduates; (2) Improved selection and training of adjunct faculty; (3) Continuous revisions of the technical competencies in the programs to meet the changing needs of business and industry; and (4) Development of a College procedure for consistent and increased use of the results by each program.

During the next year, the College will continue to improve its diploma and associate degree technical curriculum programs by completing the following activities: (1) Implementing the College procedure so the results for each program are reviewed by the Division Chair, Department Head, full-time and part-time faculty, and advisory committee annually; (2) Developing institutional effectiveness activities for each program based upon the assessment results for improving the program; (3) Using the results for measuring the College's and programs' standards and educational goals; and (4) Presenting the results to the College's governing board, faculty, and staff.

3. Performance of Professional Program Graduates on Licensing and Certification Exams

Tri-County Technical College has been assessing licensing/certification examination results annually since 1988-89. The next reporting of the assessment of licensing/certification examination results will be in 1996-97.

The College has six curriculum programs involved with licensing or certification examinations. The six programs are Associate Degree Nursing, Dental Assisting, Medical Laboratory Technology, Practical Nursing, Surgical Technology, and Veterinary Technology. The College's goal for programs involved in licensing or certification is as follows: All curricula involved with licensing or certification will meet or exceed state or national norms.

During 1992-93, the College developed new criteria for determining the status of programs involved with licensing or certification and procedures for improving the programs not meeting the College's goal. The four status levels from highest to lowest resulting from the new criteria are (1) Good Standing, (2) Monitoring, (3) Revising, and (4) Reviewing. In addition, the College has established specific strategies and procedures which the programs must complete for each of the status levels. The determination of the program's status level is made by the Dean of Instruction.

The assessment of licensing/certification examination results consists of obtaining and analyzing the licensing/certification examination reports produced by the examination agencies, determining the status levels and completing the procedures for improvement of the programs for the status levels, and completing activities for improving the programs based upon the examination results. The major findings were as follows:

- All five programs for which state and/or national norms were available met or exceeded state and/or national passing percentages in 1995-96. State and/or national norms are not available for Veterinary Technology.
- The status levels of the six programs involved with licensing or certification examination results are as follows: Associate Degree Nursing - Good Standing; Dental Assisting - Good Standing; Medical Laboratory Technology - Good Standing; Practical Nursing - Good Standing; Surgical Technology - Good Standing; Veterinary Technology - Not Available.

1995-96 Attainment of College Goal and Status Level for Programs with Licensing/Certification Exams

Program	Achieved College Goal	Status Level
Associate Degree Nursing	Yes	Good Standing
Dental Assisting	Yes	Good Standing
Medical Laboratory Technology	Yes	Good Standing
Practical Nursing	Yes	Good Standing
Surgical Technology	Yes	Good Standing
Veterinary Technology	Not Available	Not Available

- The six programs had a total of one hundred and twenty-five graduates. One hundred and twenty-three of the one hundred and twenty-five graduates (98.4%) took licensing or certification examinations. One hundred and ten of the one hundred and twenty-three graduates (89.4%) taking examinations passed them on their first attempt during the examination date/reporting period.
- The passing rates of the graduates on their first attempt of the licensing/certification exams since 1991-92 are as follows: Passing rate on first attempt of the examination equaled 92.2% in 1991-92, equaled 87.0% in 1992-93, equaled 90.3% in 1993-94, equaled 94.4% in 1994-95, and equaled 89.4% in 1995-96.

4. Reports of Program Changes that have Occurred as a Result of External Program Evaluations

This component is not applicable to our institutional type.

5. Academic Advising

Based on the schedule of reporting, this component will be reported on next in 1996-97.

6. Entry-Level Placement and Developmental Education

Tri-County Technical College has been assessing entry-level placement and developmental education since 1990-91. The next reporting of the assessment of entry-level placement and developmental education will be in 1998-99. The assessment consists of three parts. The first part examines the entry-level skills of students first entering the College for the 1993-94 through 1995-96 fall terms regarding the need for developmental coursework. The second part consists of surveying faculty and staff on the effectiveness and quality of developmental English, math, and reading courses at the College. A total of 82 faculty and staff have provided feedback on developmental courses. The third part consists of surveying faculty, staff, and students on the placement testing at the College. A total of 230 faculty and staff and 978 students have provided feedback on placement testing. The major findings are as follows:

Comparisons of First-time Entering Postsecondary Students on Need for Developmental Courses

Categories and Fall Terms		First-time Entering Postsecondary Students	
		Number of Students	Percent of Total
Needing Developmental Courses in English, Math/Algebra, and/or Reading	1993-94	378	48.8%
	1994-95	375	51.0%
	1995-96	376	52.3%
Not Needing Developmental Courses	1993-94	322	41.6%
	1994-95	296	40.2%
	1995-96	256	35.6%
Recommendation on Needing Developmental Courses Not Applicable, Unavailable, or Unknown	1993-94	74	9.6%
	1994-95	65	8.8%
	1995-96	87	12.1%

Summary of the Results from Faculty and Staff on Quality and Effectiveness of Developmental Courses

Categories and Years of Assessment		Developmental English		Developmental Math		Developmental Reading	
		Average Mean Rating	Effectiveness Rating	Average Mean Rating	Effectiveness Rating	Average Mean Rating	Effectiveness Rating
Faculty	1995-96	3.90	Good	3.97	Good	3.88	Good
Staff	1995-96	3.88	Good	3.85	Good	3.83	Good
Faculty and Staff	1995-96	3.90	Good	3.95	Good	3.88	Good

The four effectiveness ratings from lowest to highest are as follows: Average Mean Ratings of 1.00 up to 2.00 = Very Poor, 2.00 up to 3.00 = Poor, 3.00 up to 4.00 = Good, and 4.00 to 5.00 = Very Good.

- The quality of the developmental instructors, instruction, and availability of developmental courses to students were rated as very good by faculty and staff. The weakest area was communication between the developmental instructors and curriculum faculty and staff.
- Students rated the effectiveness of placement testing as good, but faculty and staff rated it as poor. The major concerns from faculty and staff were inconsistency in placing students into developmental courses based upon the placement test results and the effectiveness of the placement criteria for placing students into courses.

The past assessments of entry-level placement and developmental education have resulted in the following improvements at the College: (1) Adoption of the ASSET placement testing system; (2) Development and implementation of a system for measuring the success of developmental students in entry-level curriculum courses compared to non-developmental students; and (3) Recipient of the national Houghton Mifflin Partners in Technology Award in Computer and Writing in 1995-96 for the College's developmental English program.

Over the next three years, the College will continue to improve entry-level placement and developmental education by completing the following activities: (1) Publishing and distributing a practical guide for faculty, staff, and students on the purpose and use of the ASSET placement testing system for supporting student success; (2) Examining current methods for improving communication between developmental instructors and curriculum faculty and staff; and (3) Expanding the assessment of developmental education to include annual feedback from students on the quality and effectiveness of developmental education.

7. Success of Entering Students in Meeting College or University Admissions Prerequisites

This component is not applicable to our institutional type.

8. Achievement of Students Transferring from Two-Year to Four-Year Institutions

Based on the schedule of reporting, this component will be reported on next in 1996-97.

9. Analysis of Undergraduate Retention and Attrition

Tri-County Technical College has been assessing retention and attrition since 1990-91. The next reporting of the assessment of retention and attrition will be in 1997-98. The assessment consists of three parts. The first part tracks the educational goals and working status of students each fall term. A total of 4,741 students or 49.4% of the student body have provided data. The second part examines the retention rate of the first-time entering 1992-93 fall term students at the College. The third part consists of surveying faculty, staff, and students on retention needs, services, and problems. A total of 230 faculty and staff and 1,466 students have provided feedback on retention and attrition. The major findings are as follows:

Educational Goal and Working Status of Students for 1993-94 through 1995-96 Fall Terms

Questions and Categories		1993-94 Fall		1994-95 Fall		1995-96 Fall	
Total Students Completing Questionnaires		1,397		1,798		1,546	
What is the highest degree you plan to complete at Tri-County Technical College?	Classes only; No degree	196	14.0%	201	11.2%	198	12.8%
	Certificate, diploma, or associate degree	1,049	75.1%	1,397	77.7%	1,216	78.7%
	Uncertain/No response	152	10.9%	200	11.1%	132	8.5%
Are you planning to transfer to another school in the future?	Planning to transfer	559	40.0%	680	37.8%	620	40.1%
	Not planning to transfer	435	31.1%	659	36.7%	542	35.1%
	Undecided/No response	403	28.8%	459	25.5%	384	24.8%
During your studies at the College, have you been working on a job for pay?	Yes	1,091	78.1%	1,453	80.8%	1,253	81.0%
	No	295	21.1%	341	19.0%	283	18.3%
	No response	11	0.8%	4	0.2%	10	0.6%
Average hours worked per week [Excludes "Didn't work" and "No response"]		N=1,076 33.3 Hours		N=1,418 33.7 Hours		N=1,235 33.6 Hours	

- The retention rate of first-time entering postsecondary students at the College during the 1992-93 fall term as of the 1995-96 fall term was as follows: Number and percent of students obtaining an award equaled 104 of 501 students or 20.8%; Number and percent of students enrolled during the 1995-96 fall term equaled 55 of 501 students or 11.0%; Number and percent of students receiving an award or still enrolled during the 1995-96 fall term equaled 159 of 501 students or 31.7%.

- Students were provided with a list of factors which could interfere with completing their programs of study at the College. The three most prominent problems identified by students were confusion or difficulty in selecting or enrolling in needed courses, financial problems, and job-related conflicts.

- Faculty and staff were asked to rate the need and adequacy of retention activities at the College. The three most prominent weaknesses identified by faculty and staff were coordination of retention efforts across divisions and departments at the College, faculty and staff development activities on retention, and specialty programs for at-risk students.

The past assessments of retention and attrition have resulted in the following improvements at the College: (1) Creation of a position of Assistant to the President for Enrollment Management and Retention to increase coordination and level of retention services to students; (2) Development of a computerized system for obtaining and analyzing educational goal information from students each term; and (3) Implementation of a pilot study for improving retention through faculty advising within the Business and Human Services Division at the College.

Over the next two years, the College will continue to improve retention by completing the following activities: (1) Developing a publication series on retention-related issues for faculty and staff titled *Focus on Retention*; (2) Implementing an early alert system for identifying and supporting students experiencing academic difficulties; and (3) Providing students with supplemental instruction in high-risk courses through voluntary instructional sessions held twice a week conducted by model students.

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10. Minority Student and Faculty Access and Equity

Minority Undergraduate Enrollment and Minority Undergraduate Degrees Earned

Category	1992			1995		
	African-American #	Total #	African-American %	African-American #	Total #	African-American %
A. Enrollment 1. Number and Percentage of African-American Undergraduate Students	361	3,155	11.4%	325	3,115	10.4%
B. Degrees Earned 1. Number and Percentage of African-American Associate Degree Recipients	35	514	6.8%	28	327	8.6%

11. Academic Performance of Student Athletes

This component is not applicable to our institutional type.

12. Procedure for Student Development

Tri-County Technical College has been assessing student development and student services since 1991-92. The next reporting of the assessment of student development and student services will be in 1997-98. The assessment consists of two parts. The first part consists of asking diploma and associate degree curriculum graduates to rate the extent that their experiences at Tri-County Technical College helped them grow on thirteen areas covering career and personal development. A total of 1,508 diploma and associate degree graduates have provided feedback on student development since 1992-93. The second part consists of surveying full-time faculty, Student Services staff, and students on the programs and services in the Student Services Division. A total of 230 faculty and staff and 2,483 students have provided feedback. The major findings are as follows:

Summary of the Results from Graduates on Student Development

Categories and Years of Assessment		Average Mean Rating	Effectiveness Rating
Preparation of Graduates on Career and Personal Student Development	1992-93	3.85	Significant Growth
	1993-94	4.02	Very Significant Growth
	1994-95	3.89	Significant Growth
	1995-96	4.04	Very Significant Growth

The four effectiveness ratings from lowest to highest are as follows: Average Mean Ratings of 1.00 up to 2.00 = Very Insignificant Growth, 2.00 up to 3.00 = Insignificant Growth, 3.00 up to 4.00 = Significant Growth, and 4.00 to 5.00 = Very Significant Growth.

Summary of the Results from Faculty, Staff, and Students on Student Services

Categories and Years of Assessment		Faculty and Staff		Students	
		Average Mean Rating	Effectiveness Rating	Average Mean Rating	Effectiveness Rating
Admissions Services	1993-94	3.52	Good	3.63	Good
	1995-96	3.43	Good	3.83	Good
Career Counseling	1993-94	3.40	Good	3.38	Good
	1995-96	3.23	Good	3.45	Good
Job Placement Services	1993-94	3.07	Good	3.27	Good
	1995-96	2.99	Poor	3.36	Good
Personal Counseling	1993-94	3.00	Good	3.23	Good
	1995-96	3.03	Good	3.41	Good
Student Activities and Organizations	1993-94	3.70	Good	3.35	Good
	1995-96	3.47	Good	3.43	Good
Student Financial Aid Services	1993-94	3.88	Good	3.46	Good
	1995-96	3.90	Good	3.70	Good
Student Records Services	1993-94	3.91	Good	3.76	Good
	1995-96	3.76	Good	3.80	Good

The four effectiveness ratings from lowest to highest are as follows: Average Mean Ratings of 1.00 up to 2.00 = Very Poor, 2.00 up to 3.00 = Poor, 3.00 up to 4.00 = Good, and 4.00 to 5.00 = Very Good.

The past assessments of student development and student services have resulted in the following improvements at the College: (1) Inclusion in the 1995-2000 College Development Plan of one priority and two strategies for improving admissions/orientation and counseling services to students; (2) Reorganization of positions and staff within the Student Services Division to better meet the needs of students; and (3) Implementation of a computerized financial aid management system to provide students with more timely feedback on obtaining financial aid.

During the next two years, the College will continue to improve student development and student services by completing the following activities: (1) Exploring opportunities and methods for improving job placement services to students; (2) Implementing data collection and reporting systems for meeting federal and state mandates on student data and services; and (3) Improving communication between the Student Services staff and curriculum faculty, staff, and students on the availability and effectiveness of services provided by the Student Services Division.

13. Library Resources and Services

Based on the schedule of reporting, this component will be reported on next in 1997-98.

14. Administrative and Financial Processes and Performance

Based on the schedule of reporting, this component will be reported on next in 1996-97.

15. Facilities

Based on the schedule of reporting, this component will be reported on next in 1996-97.

16. Public Services

This component is not applicable to our institutional type.

17. Research

This component is not applicable to our institutional type.

TRIDENT TECHNICAL COLLEGE

This summary report for Trident Technical College includes the following Institutional Effectiveness components: General Education, Majors and Concentrations, Licensure and Certification, Entry-Level Developmental, Retention and Attrition, and Student Development Services.

METHODOLOGY. The 1995-96 Institutional Effectiveness (IE) activity marked the fourth year of Goal Attainment Scaling (GAS). The GAS, a flexible measurement process, is a systematic means of developing an individual yardstick for assessing the performance of individual programs or services. The GAS process requires individuals responsible for each program or service to identify performance indicators and levels of performance to measure the degree of each effectiveness indicator.

One outstanding improvement experienced since the first assessment of Institutional Effectiveness is the increased value of the performance indicators identified by managers. This is especially true of the General Education assessment. Managers developed indicators to provide information necessary for making improvements, and the General Education managers agreed upon a set of core indicators to be applied to each course in addition to those indicators unique to individual courses.

Since implementing Institutional Effectiveness, Trident's faculty and staff have engaged in assessing the present status of the College, visioning the future, developing strategic planning processes, implementing Trident's Quality Management process, and continuously improving programs and services. Linking assessment results to budget allocations is a current objective of Trident's planners and decision makers. The 1996 assessment results will be applied to the 1997 budgeting process. Managers and review teams will receive the results, make recommendations, design action plans, and base budget requests upon the plans. The 1997 Institutional Effectiveness report will contain the recommendations, action plan, and budget allocations or priority list for the 1996 components and the total assessment outcomes for the 1997 components.

FUTURE REPORTS (1996-97). The following table presents the schedule for assessing Institutional Effectiveness Components from 1994 through 1998.

Institutional Effectiveness Components	1994	1995	1996	1997	1998
General Education	X		X		X
Majors and Concentrations	X	X	X	X	X
Academic Advising		X		X	
Licensure and Certification	X	X	X	X	X
Alumni Follow-Up		X		X	
Entry-Level/Developmental Programs			X		X
2-year to 4-year Transfer		X		X	
Retention and Attrition	X		X		X
Student Development	X		X		X
Library Resources		X			X
Administrative and Financial	X			X	
Facilities Assessment	X			X	
Total Components	7	6	6	7	7

The following section presents a brief summary of each program and service assessed in 1995-96.

1. General Education

A core of General Education courses is required of each associate degree's curriculum. Every associate degree student must complete English 101 and Speech 205 and, depending upon their major, a choice of computer, mathematics, and behavioral sciences courses. Managers of the General Education courses design multiple measures to judge the quality of the core. Effectiveness indicators used for assessment of the Core include: class size after drop/add; student success rates; course withdrawal rates; student satisfaction with course and instructor; passing rates for departmental final exams; applicable students' entry level scores in reading, writing or mathematics; student success in courses for which the core requirement serves as a prerequisite; and the percent of associate degree graduates reporting the College as being helpful or very helpful in expanding awareness of today's global/multicultural society.

Although the majority of the General Education performance indicators met or exceeded expectations, there are areas of concern in some courses such as lower than expected class size after drop/add; lower than expected entry level skills in the basics; higher than expected withdrawal rates; lower than expected success rates in courses and on common final exams; and, in one instance, lower than expected student satisfaction with instructor.

Technological advances essential to correcting those problems related to entry level or prerequisite skills possessed by students entering the General Education courses were implemented after the data were gathered to complete the 1995-96 assessment of General Education. Through collaboration among Computer Services and Academics, the computerized registration process now identifies students who have not attained necessary placement scores nor successfully completed prerequisite courses. These students are blocked from registering in courses for which prerequisite skills are essential. The effects of the computerized process will be identified in a study to be completed after grades are awarded for the Fall semester 1996.

Recommendations include: developing strategies to decrease withdrawal rates, to increase student success rates, and to improve student satisfaction with instruction.

Departments will continue to: schedule full-time faculty to teach courses whenever possible; ensure uniformity among different sections of a course; and establish valid and reliable departmental final examinations. Academic deans and faculty will develop improvement plans for those instructors experiencing lower than expected student satisfaction scores.

2. Majors and Concentrations

Seven majors were identified for assessment during 1995-96: Associate in Science, Medical Laboratory Technician, General Technology, Horticulture Technology, Office Systems Technology, Aircraft Maintenance Technology, and Civil Engineering Technology.

Managers and faculty of each instructional program identified effectiveness indicators and expected levels of performance for each program. Effectiveness indicators included program enrollment, number of graduates, job placement, employer satisfaction, student success in specified entry level or follow-on courses, graduate satisfaction, student satisfaction with job preparation, and student satisfaction with instructors. Some of the managers developed indicators unique to instructional programs such as minority enrollment and licensure exam passing rates.

In all cases assessment included examination of whether expected outcomes were met. The majority of the performance indicators met or exceeded expectations. Those indicators falling below expectations were:

percent of sections taught by full-time faculty; minority enrollment; program enrollment; number of graduates; graduate job placement rates; and graduate satisfaction with job preparation.

The common single weakness identified in most programs was the number of graduates. Job placement was a problem in one program, neither state standards nor the standards set by the program manager were met.

Recommendations include strategies to increase enrollment, such as: continuing faculty visits to industrial sites; inviting representatives from industry, high school students, and high school counselors/teachers to visit Trident's facilities; and mailing brochures informing industry, high school counselors/teachers of the program and course offerings.

Other improvement strategies include: refining course placement guidelines; continuing to study factors related to course withdrawal rates; and implementing services and programs to improve faculty performance and student success.

3. Professional Program Graduates' Performance on Licensing and Certification

PASS RATES ON LICENSING AND CERTIFICATION EXAMS 1994-95

PROGRAM	GRADS TESTED	PASS RATE
NURSING ADN	117	85%
NURSING PN	42	86%
RESPIRATORY	10	100%
OCCUPATIONAL	18	89%
PHYSICAL	26	92%
RADIOLOGIC	21	95%
DENTAL ASSIST	11	100%
DENTAL HYGIENE	19	100%
MEDICAL ASSISTING	11	82%
MEDICAL LABORATORY	9	89%

Pass rates for some programs met or exceeded goals and previous rates. There are several factors related to pass rates. For instance, Nursing licensure exams converted from paper and pencil tests administered to groups to computerized adaptive tests administered to individuals. Nursing grads may take the licensure exam in any state, on a day of their choice. In the past, reports presented the date of a group exam compared to the range of dates now used. Definitions established by CHE limit the pass rates to all first time test takers rather than including all test takers. The information from other states is not always reported, nor does it clearly indicate whether or not the graduates are first time test takers. The data will continue to be tracked and verified as managers of the programs are identifying additional studies to determine the nature of the decreased pass rates.

4. Reports of Program Changes That Have Occurred as a Result of External Program Evaluations

This component is not applicable to our institutional type.

5. Academic Advising

This component will be assessed in 1998.

6. Entry-level Placement and Developmental Education

Trident's Developmental Studies courses provide students opportunities to obtain skills necessary to be successful in college-level courses. Students must attain these skills within four semesters and must show satisfactory progress to remain in the Developmental Studies courses.

Enrollment in Developmental Studies courses is mandatory for those students who do not attain placement test scores required by their chosen instructional program. From Fall 1992 through Fall 1995 college-wide enrollment averaged 9491 students. During the same time period, an average of 20 percent of the student body was enrolled in at least one developmental course during each Fall semester.

Developmental Studies professionals developed 26 performance indicators and expected levels of performance (benchmarks) to measure the effectiveness of developmental courses. Indicators are related to success/completion of Developmental courses, Developmental students' success in college-level courses, and student satisfaction with courses and instructors.

Success/completion rates for Developmental courses are higher than expected in English, at the expected level in the zero-level math course, and lower than expected in zero-level reading and 100-level math and reading courses. Withdrawal rates are at the expected level in zero-level courses and more than expected in the 100-level courses.

Developmental Studies students' success in college-level courses varies with the combination of the Developmental course and the college-level course. Higher than expected success occurred in three courses, expectations were met in one course, and success was lower than expected in seven college-level courses.

Student satisfaction with courses and instructors is higher than expected for both zero-level and 100-level courses.

Before this assessment was completed, the Developmental Studies department head resigned to follow her husband to a new job location. The Developmental Studies department head position remained vacant for a long period of time. During the same time period the College implemented computer software which identifies those students attempting to register for a college-level course without completing prerequisite courses and directs them to an advisor. The College also implemented a state-of-the-art Creative Learning Lab with which multimedia instructional software will deliver self-paced instruction to accommodate different learning styles and skill levels.

Plans include time for the newly hired department head to identify needs and establish goals. To identify the effects of the new registration technology and the learning lab technology, studies of student progress, success in Developmental Studies courses, and success in college-level courses will be conducted and analyzed each semester.

7. Success of Entering Students in Meeting College or University Admissions Prerequisite

This component is not applicable to our institutional type.

8. Achievement of Students Transferring from Two- to Four-year Institutions

This component will be assessed in 1997.

9. Undergraduate Retention and Attrition

The 1996 assessment of Retention and Attrition is limited to the Fall 1992 Cohort and does not include students who have transferred to other two-year or four-year colleges. The Cohort includes all first time, full- and part-time students who fit the Cohort definition in Fall 1992. This Cohort was tracked from Fall 1992 through Fall 1995, 150 percent of the program completion time.

To conduct micro-analyses, College researchers sorted the original cohort into 22 mini-cohorts. The mini-cohorts are comprised of full- and part-time males, females, African American and white ethnic groups, and zero, one, two or three Developmental Studies courses. The individual cohorts are displayed in the following table. Minorities other than African American students are excluded from the ethnic based cohorts because of their small numbers.

FALL 1992 MINI-COHORTS			
TOTAL COHORT			
FULL-TIME COHORT		PART-TIME COHORT	
FT MALES	FT FEMALES	PT MALES	PT FEMALES
FT AF-AM* MALES	FT AF-AM FEMALES	PT AF-AM MALES	PT AF-AM FEMALES
FT WHITE MALES	FT WHITE FEMALES	PT WHITE MALES	PT WHITE FEMALES
FT DS ONE		PT DS ONE	
FT DS TWO		PT DS TWO	
FT DS THREE		PT DS THREE	
FT DS ZERO		PT DS ZERO	

*AF-AM = African American
*DS = Developmental Studies

All cohorts in the table were analyzed by the following factors: gender; ethnic origin; number of Developmental Studies courses; age; Fall 1995 status; retention rate; graduation rate; average GPA; and the average span of semesters attended. Retention rates and graduation rates are discussed in this summary.

Thirty percent of the Total Cohort of full- and part-time students (1093) was retained from Fall 1992 through Fall 1995 while 12 percent graduated.

Retention for the Full-time Cohort was 30 percent with 17 percent graduating compared to the Part-time Cohort with 19 percent retained and 8 percent graduating.

Thirty-four percent of Full-time Females was retained compared to 25 percent of the Full-time Males, 21 percent of the Part-time Females and 18 percent of the Part-time Males. Thirty-four percent of both Full-time White and African-American females was retained compared to 13 percent retention of Full-time African American males and 28 percent of Full-time White males.

Eighteen percent of Full-time Females graduated compared to 14 percent of the Full-time Males, 8 percent of both Part-time Females and Part-time Males. Thirteen percent of Full-time White females graduated compared to 8 percent of Full-time African-American females and males, while 15 percent of Full-time White males graduated.

Among the Developmental Studies (DS) Cohorts, 32 percent of the FT DS Zero Cohort was retained compared to 20 percent of the PT DS Zero Cohort. Twenty-seven percent of the FT DS One Cohort was retained compared to 21 percent retention of the PT DS One Cohort. The FT DS Two Cohort attained a 21 percent retention rate compared to 19 percent of the PT DS Two Cohort. Thirty-two percent of the FT DS Three Cohort was retained over the 13 percent rate experienced by the PT DS Three Cohort.

Graduation rates for the DS Cohorts result in a lower profile than retention rates. Sixteen percent of the FT DS Zero Cohort graduated compared to nine percent of the PT DS Zero Cohort. Twenty-one percent of the FT DS One Cohort graduated compared to eight percent of the PT DS One Cohort. The FT DS Two Cohort attained a six percent graduation rate compared to five percent of the PT DS Two Cohort. Twenty-four percent of the FT DS Three Cohort graduated compared to the ten percent rate experienced by the PT DS Three Cohort.

Cohorts with the highest retention rates are Full-time African American and White female cohorts (34 percent), while the cohorts with the lowest retention are Full- and Part-time African American Males and the PT DS Three Cohort, 13 percent, 12 percent, and 13 percent respectively.

Plans are to continue to conduct micro-analyses of the formal Retention/Graduation Cohorts and to develop additional cohorts for micro-analysis. Examples of such cohorts are: 1.) a 1992 First-time Trident Cohort consisting of all students enrolling at Trident for the first time in Fall 1992, and 2.) several 1992 Students Receiving Financial Aid Cohorts consisting of all first-time college students or all first-time Trident students sorted by type of financial aid.

Through micro-analysis the College will not only identify groups of students who need special assistance, but will be able to develop and implement services and programs to deliver assistance. Results of all cohort analyses will be considered by several groups and individuals within the Trident Technical College community, such as the President's Cabinet, the Quality Council, a variety of service groups from Student Development, and, all divisions of Academic Affairs, especially those carrying responsibility for recruitment and retention.

10. Minority Student and Faculty Access Equity

Minority Undergraduate Enrollment and Minority Undergraduate Degrees Earned						
	1992			1995		
Category	African-American #	Total #	African-American %	African-American #	Total #	African-American %
A. Enrollment 1. Number and Percentage of African-American Undergraduate Students	1,666	9,160	18.2%	1,978	9,292	21.3%
B. Degrees Earned 1. Number and Percentage of African-American Associate Degree Recipients	150	1043	14.4%	77	745	10.3%

11. Academic Performance of Student Athlete

This component is not applicable to our College.

12. Student Development

Student services identified for assessment during 1995-96 are: Office of Recruiting; Student Success Center at Berkeley Campus; Student Success Center at Palmer Campus; and Counseling and Career Development Services. Since the Office of Recruiting has moved to Academic Affairs and experienced a revised purpose and scope, assessment of this service will occur in the future.

Managers and staff of each service identified effectiveness indicators and expected levels of performance for each service. Many of the indicators were developed knowing that mechanisms for measurement and data collection are not in place, but also knowing such measurement is essential to excellent service. Therefore, the indicators were included in the 1996 assessment even though data is not available for all indicators. Effectiveness indicators for student services include: Percent of Fall Semester "undecided" students retained to the next fall; number of hours completed by "undecided" students before declaring a major; students served; hours devoted to student contact compared to total work hours; student waiting time for appointments; and student awareness, usage and satisfaction of services.

Assessment results were positive, indicating higher than expected levels of student satisfaction with services, higher than expected numbers of students served, and lower than expected time students must wait for appointments. Counselors and Student Success Center staff spend the expected percent of available work hours engaged in direct student contact although they spend less than the expected percent of available work hours pursuing other job duties.

Full-time permanent student service staff members were involved in more development/training activities than expected.

Results related to the "undecided" students indicated a smaller percent of the Undecided Freshman Cohort retained than expected. Expected retention goals were 46 to 55 percent from Fall Semester 1994 to Fall Semester 1995, while the actual outcome was 44 percent. Members of this cohort completed the expected average number of credit hours before declaring a major. Completion of 16 to 30 hours was expected, and the "Undecided" students actually completed an average of 20.5 credit hours before declaring a major.

Student Development professionals plan to collaborate as a team and with the Office of Institutional Research to develop methodologies measuring those indicators for which methods and data are not readily available. Once developed, data collection schedules will be established and maintained on a regular basis. Meanwhile the current results will be applied to the 1997 planning and budgeting process.

13. Library Resources and Services

This component will be assessed in 1998.

14. Administrative and Financial Processes and Performance

This component will be assessed in 1997.

15. Facilities

This component will be assessed in 1998

16. Public Service

This component is not applicable to our College.

17. Research

This component is not applicable to our College.

WILLIAMSBURG TECHNICAL COLLEGE

Introduction

The summary report for Williamsburg Technical college for 1995-96 includes General Education, Majors or Concentrations, Entry-Level Placement and Developmental Education, Analyses of Undergraduate Retention and Attrition, and Procedures for Student Development.

The following remaining components will be reported on in the annotated year: Performance of Professional Program Graduates on Licensing and Certification Examinations (Not Applicable), Reports of Program Changes that have Occurred as a Result of External Program Evaluations (Not Applicable), Academic Advising (1997), Success of Students in Meeting College or University Admissions Prerequisites (Not Applicable), Achievement of Students Transferring from Two to Four Year Institutions (1997), Minority Student and Faculty Access and Equity (CHE), Academic Performance of Student Athletes (Not Applicable), Library Resources and Services (1998), Administrative and Financial Processes and Performance (1997), Facilities (1997), Public Service (Not Applicable), and Research (Not Applicable).

1. General Education

General Education at Williamsburg Technical College is included in each associate degree and diploma program and selected certificate programs. The general education core of associate degrees consists of oral and written communication, mathematics/science, social science, and humanities/fine arts. General education should foster lifelong learning by providing students with the skills to communicate effectively, demonstrate quantitative and problem solving skills, experience scientific inquiry, understand and appreciate the arts, and examine values for everyday life.

Assessment measures included academic program review, surveys of students/alumni, entry/exit testing and advisory committee input. Findings indicate that the majority of students are satisfied with instruction in the general education program with improvements needed in the mathematics area. Strategies for placing students into mathematics courses were revised and an additional math course was added.

2. Majors or Concentrations

Williamsburg Technical College assesses specific majors on a five-year cycle through the program evaluation process. The following programs were reviewed during 1995-96: Early Childhood Development, General College Studies, Human Services, and Pre-Nursing. The effectiveness of programs is assessed by program review, surveys of students, graduates, and employers, and advisory committee recommendations. Examples of factors examined include enrollment, retention, placement, number of graduates, and student satisfaction.

Survey results indicate that the majority (over 90%) of students rated their program of study and instruction in the major satisfactory. Seventy percent (70%) positively rated elements of the academic experience. Program review findings show that the Human Services Program has experienced low enrollment and graduation rates and the Early Childhood Program has doubled enrollment. Based on these findings, follow-up actions included increasing the number of early childhood development course sections to accommodate increased enrollment and revising the general college studies and human services certificate programs to meet student needs.

3. Performance of Program Graduates on Licensing and Certification Exam

This component is not applicable to our institutional type.

4. Reports of Program Changes that have Occurred as a Result of External Program Evaluations

This component is not applicable to our institutional type.

5. Academic Advising

This component was reported on last in 1995. Based on the schedule of reporting, this component will be reported on in 1997.

6. Entry-Level Placement and Development Education

Developmental Education is annually assessed by tracking developmental students into curriculum courses and comparing their progress to non-developmental students. The success of the program is determined by the number of students who successfully complete the prescribed courses and succeed in subsequent level courses. When performance of completed fall 1994 DVS math students was followed into bridge courses the subsequent semester, the pass rate of students completing DVS math was 100% compared to 88% for the control group. The pass rate of students completing DVS English for Fall 1995 was 75% compared to 79% for the control group. The pass rate of students completing DVS reading for Fall 1995 was 50% compared to 75% for the control group. Based on these findings the Developmental Education Department has revised teaching methodologies to include the lecture method of instruction.

7. Success of Entering Students in Meeting College or University Admissions Prerequisites

This component is not applicable to our institutional type.

8. Achievement of Students Transferring from Two to Four Year Institutions

This component was last reported on in 1995. Based on the schedule of reporting, this component will be reported on next in 1997.

9. Analysis of Undergraduate Retention and Attrition

Williamsburg Technical College is aware of the need to foster the success of its students, however, the college does not employ a retention specialist. Retention at this college is viewed as a sub-function of all employees of the college. Good retention practices are encouraged for all faculty and staff as they perform their major duties.

Tracking and reporting of students focuses on the collection and reporting of student goals during the admissions process. Student goals data coupled with reporting of the Roper Model enables us to sketch a profile of non-returning students.

When students' goals are a consideration, attention to the diversity of the population is necessary. The goals collected lead us to believe that more than 60% of those who do not return have attained their goals, or are experiencing some other circumstances that require stop-out.

10. Minority Student and Faculty Access and Equity

Minority Undergraduate Enrollment and Minority Undergraduate Degrees Earned

Category	1992			1995		
	African-American #	Total #	African-American %	African-American #	Total #	African-American %
A. Enrollment 1. Number and Percentage of African-American Undergraduate Students	240	559	42.9%	340	626	54.3%
B. Degrees Earned 1. Number and Percentage of African-American Associate Degree Recipients	33	55	60.0%	18	31	58.1%

11. Academic Performance of Student Athletes

This component is not applicable to our institutional type.

12. Procedures for Student Development

The assessment of student development has been defined programmatically in terms of the effectiveness of the student services programs in accomplishing identified goals and meeting student needs. Other issues include the frequency of use of services and satisfaction with services. Current assessment studies consisted of surveying faculty/staff, students and alumni.

Survey results indicate that the Student Services Division, in general, is effective in supporting the mission of the college. All functional areas of student services were positively rated on all surveys, with job placement, veterans services and student services needing improvement. Those services most heavily utilized are admissions, assessment, financial aid, and counseling.

13. Library Resources and Services

This component was last reported on in 1995. Based on the schedule of reporting, this component will be reported on next in 1998.

14. Administrative and Financial Processes and Performance

This component was last reported on in 1994. Based on the schedule of reporting, this component will be reported on next in 1997.

15. Facilities

This component was last reported on in 1994. Based on the schedule of reporting, this component will be reported on next in 1997.

16. Public Service

This component is not applicable to our institutional type.

17. Research

This component is not applicable to our institutional type.

YORK TECHNICAL COLLEGE

Introduction

This summary report for York Technical College includes the following components:

General Education
Majors or Concentrations
Performance of Professional Program Graduates on Licensing and Certification Exams
Entry-Level Placement and Developmental Education
Analysis of Undergraduate Retention and Attrition
Procedures for Student Development

The remainder of the components are either completed by the Commission on Higher Education or are not being reported this year because they do not apply to the institutional type or because the reporting schedule precludes a current year report.

The status of each component is given in the chart below.

COMPONENTS		STATUS OF EACH COMPONENT
#1 -	General Education	Report included this year
#2 -	Majors or Concentrations	Report included this year
#3 -	Performance of Professional Program Graduates on Licensing and	Report included this year
#4 -	Reports of Program Changes that have Occurred as a Result of	Not Applicable
#5 -	Academic Advising	Next report in 1997
#6 -	Entry-Level Placement and Developmental Education	Report included this year
#7 -	Success of Entering Students in Meeting College or University	Not Applicable
#8 -	Achievement of Students Transferring from Two to Four-Year	Next report in 1997
#9 -	Analysis of Undergraduate Retention and Attrition	Report included this year
#10 -	Minority Student and Faculty Access and Equity	The Commission completes this report
#11 -	Academic Performance of Student Athletes	Not Applicable
#12 -	Procedures for Student Development	Report included this year
#13 -	Library Resources and Services	Next report in 1998
#14 -	Administrative and Financial Processes and Performance	Next report in 1997
#15 -	Facilities	Next report in 1997
#16 -	Public Service	Not applicable
#17-	Research	Not applicable

1. General Education

A. Definition of Outcomes of Component

Upon completion of an associate degree at York Technical College, students acquire general education competencies necessary for successful employment and/or college transfer as identified through general education program requirements for their major. The general education component for an associate degree major includes a minimum of 15 semester hours of instruction including at least one course from each of the following areas: the humanities/fine arts, the social/behavioral sciences, and the natural sciences/mathematics.

B. Measures Used to Assess this Component

To assess general education, the college focuses on three indicators of effectiveness:

	Effectiveness Indicator	Measurement
1.	Student performance in general education core courses	Grade achievement in identified general education core courses; associate degree graduates completing general education requirements DACUMS
2.	Instructional development to identify general education competencies	Faculty input Business/industry input
3.	Feedback from students, faculty, and community	Documentation from interviews, committees, surveys, evaluations

C. Findings

1. Student Performance: Completion of the associate degree is evidence of successful completion of general education competencies as defined by the major for 261 graduates in 1993, 306 graduates in 1994, and 296 graduates in 1995. Based on a population of students completing courses for the three academic years 1992-93, 1993-94, and 1994-95, the percentages of students successfully completing (grade C or above) all general education core courses ranged from 61.8% to 97.7%, with an average successful completion of 79.8%.

2. Instructional Development: During the reporting period, 12 technology DACUMS were conducted which included identification of general education competencies needed for successful employment.

3. Student, Faculty, and Community Feedback: External feedback for English, Social Science, Mathematics, and Science departments indicated the need for applied methodologies, new and revised courses, and accurate placement of students.

D. Use of Findings

1. Student Performance: These grades will serve as a baseline for improvement in subsequent studies.

2. Instructional Development: Twenty-two general education courses were revised, and six courses were added.

3. Student, Faculty, and Community Feedback: The four general education departments involved external feedback in planning and evaluation, resulting in revised course competencies, addition of applied methodologies in classes, and recommendations for improving student success.

2. Majors or Concentrations

A. Definition of Outcomes of Component

The purpose of the major at York Technical College is to carry out the intent of the college mission to provide accessible, relevant, high-quality education with emphasis on marketable job skills and economic development. The goals are to maintain program relevance, to meet student needs, and to meet employer needs for marketable job skills or for further education. (We CARE, York Technical College)

There are 19 associate degree programs at York Technical College in which students are currently enrolled. The College reviews the effectiveness of degree majors annually with regard to outcomes, instructional development, and program planning. All degree majors should meet or exceed standards established for enrollment, graduation, and job placement as established by the State Board for Technical and Comprehensive Education as well as satisfy local requirements for instructional development and program planning.

B. Measures Used to Assess the Major

To assess the major, local findings for all degree majors are compared to state standards for the Annual Program Review. In addition, an in-depth review is conducted annually for selected majors. A team approach to in-depth assessment includes evaluation and feedback from students, business/industry, faculty, department managers, deans, the instructional developer, and the Vice President for Instruction. Focus areas for assessment include outcomes assessment (enrollment, graduation, job placement, retention), instructional development, and program planning.

C. Findings

The degree majors at York Technical College met the State Board for Technical and Comprehensive Education standards for enrollment, graduation, and job placement except for three (3). Among those three, standards were met for enrollment and job placement. In these programs, students typically receive employment before graduation. Thus, graduation rates do not reflect the number of students trained through the program who have found full-time employment.

In addition, an in-depth study was conducted for Engineering Graphics Technology, Accounting, Medical Laboratory Technology, and Nursing. Findings follow, based on information for 1992-93, 1993-94, and 1994-95 as submitted locally to the State Board for Technical and Comprehensive Education:

1. Enrollment, graduation, and placement standards exceeded state standards as established by SBTCE for Engineering Graphics Technology, Accounting, Medical Laboratory Technology, and Nursing.

2. Over the last three (3) years, 100% of graduates in all four (4) programs were placed in jobs for at least one of the three years. Two (2) programs, Engineering Graphics Technology and Nursing, have experienced 100 percent placement for all three (3) years.

3. State retention rates are based on the State Cohort Tracking System (Roper) reports. These statistics reflect retention of only first-time students, full-time and part-time. Therefore, retention statistics must be interpreted carefully when students transfer to another program. The local retention rate (48%) exceeded the

state rate (31%) for Accounting, but the state retention rate (27%) exceeded the local rate (18%) for Engineering Graphics Technology. There is no mechanism in place to compare York Technical College Nursing and Medical Laboratory Technology students with other programs in the State because none of the students are first-time freshmen. Further analysis of retention is needed to develop a definition with accompanying statistics that are meaningful in program planning.

4. Instructional development guidelines have been followed for all four majors. The curriculum for all majors follows the state generic models, and all course syllabi are available in an electronic shared file cabinet which is accessible through the local area computer network. Occupational analysis has been conducted for all four majors.

5. Program planning guidelines for the college have been followed for all four majors. Feedback from both internal and external sources is incorporated into programs to better meet needs of students.

D. Use of Findings

Objectives for 1996-97 will include reaccreditation self-studies for Engineering Graphics Technology, Medical Laboratory Technology, and Nursing. Updated DACUM validations will be considered for Nursing and Engineering Graphics Technology. Curriculum revisions and/or updates will be incorporated into course syllabi for Accounting, Medical Laboratory Technology, and Nursing. Continued efforts will be made to meet or exceed state standards for the Annual Program Review.

3. Performance of Professional Program Graduates on Licensing and Certification Exams

A. Definition of Outcomes of Component

York Technical College defines professional program graduates as graduates of associate degree programs which require licensing or certification: Dental Hygiene, Medical Laboratory Technology, Associate Degree Nursing, and Radiologic Technology. Review of aggregate scores on licensing and certification exams for each professional program is part of an annual college-wide institutional effectiveness program in support of the College's mission to provide relevant and high-quality education in meeting the needs of students and potential employers. Results of assessment of the performance of graduates on licensing and certification exams are utilized to promote continuous improvement of the educational programs as demonstrated in section D.

B. Measures Used to Assess this Component

Each professional program has established the goal to maintain a graduate pass rate on licensing and certification exams which is equal to or above the state and national pass rates. Aggregate scores on annual licensing and certification exams are annually reviewed and analyzed by program faculty to determine if the program goal was met. If the pass rate does not meet or exceed the national or state pass rate, the program faculty identify and implement actions to improve graduate performance on the examinations.

C. Findings

The pass rate for 1995 graduates of the Radiologic Technology, Medical Laboratory Technology, and Dental Hygiene programs fell below the national average pass rate so departmental goals were not met. The pass rate for 1995 Associate Degree Nursing Program graduates remained at 100% as it has from 1990 to 1993; in 1994, the Associate Degree Nursing program pass rate was 98%.

D. Use of Findings

Faculty in the Associate Degree Nursing Program continue to offer the American Nursing Review Course for graduates in preparation for the NCLEX-RN exam. Since the passing standard was raised in October 1995 and the level of difficulty of the NCLEX-RN will be increased, faculty plan to purchase an updated computerized examination for graduate use to prepare for the exam. In addition, new interactive videodisc, computer assisted instruction, and CD-ROM programs are being purchased to strengthen students' skills in assessment, critical thinking, problem solving, and decision making.

Faculty in the Dental Hygiene Program have utilized the feedback from the performance summary of the National Board Dental Hygiene Examination to strengthen the Pre-Clinic course and make curriculum revisions to better coordinate the clinical and didactic learning experiences. Faculty have provided a more intensive review for the 1996 National Board Examination and also encouraged students to attend an off-campus Board Review Program. In preparation for the National Board Examination, the upcoming 1996 graduates took the Restructured National Board Dental Hygiene Pilot Examination offered for the first time in February, 1996, and achieved a mean score on Components A and B above the national average.

Faculty in the Medical Laboratory Technology Program have reviewed and revised course evaluation methods to require that students pass both the clinical and theoretical component of MLT courses instead of averaging the two grades. In addition, laboratory personnel from the clinical affiliates have assisted faculty in developing pre-clinical rotation tests which students must pass before beginning each laboratory rotation. Students are also required to complete computerized assisted instruction modules to enhance learning and pass a mock registry prior to completion of the program. Faculty participate in ongoing professional development and continually update the MLT courses to provide quality instruction.

Faculty in the Radiologic Technology Program have acquired computer assisted instruction and interactive video programs which have been incorporated into the general curriculum and the registry review for students. Faculty have revised course exams to make the content cumulative and have taken action to enhance student learning in the clinical skills of surgery and fluoroscopy. The faculty participated in a DACUM (Develop a Curriculum) in 1996 to assess and update the task analysis for the program; faculty are currently reviewing the updated task analysis and will modify curriculum content as needed.

4. Reports of Program Changes that have Occurred as a Result of External Program Evaluations

This component is not applicable to our institutional type.

5. Academic Advising

This component was last reported on in 1995. Based on the schedule of reporting, it will be reported on next in 1997.

6. Entry-Level Placement and Developmental Education

A. Definition of Outcomes of Component

1. Entry skills for college work are assessed by previous college work, nationally standardized exams, and/or locally developed instruments. Previous reviews of Math and English placement from the ASSET, the College placement test, revealed that a majority of students were taking the recommended initial courses based upon their test scores and there was a significant rate of success in the courses studied. Seventy percent were successful in their first math course, and 76% were successful in their first English course. All entering student test score/success rate analysis has

centered around ASSET data. Increasing numbers of students are entering the College with SAT scores. As with the ASSET, the appropriateness of the "cut scores" for the SAT was examined in this study.

2. Also examined were possible differences in the success rate of Health and Human Services program students who qualified for their program through the SAT or the College General Education Track.

3. Those students who do not meet program entry requirements are advised to take remedial/developmental instruction. Success criteria within the Learning Assistance Center and the Developmental Education program includes Developmental Education students being as successful in their credit coursework as those students who do not need developmental work.

B. Measures Used to Assess this Component

1. In order to assess the effectiveness of the current SAT "cut scores" for English and math placement, 199 students were examined who had qualifying SAT scores in the College data base as the basis for admission to the College. Success rates of these students in the credit levels of English and math for their programs were studied. Credit levels of math were defined as MAT 155, MAT 102 and MAT 110. Credit levels of English were defined as ENG 101 and ENG 155. Qualifying scores for the purpose of this study were 400 verbal and 350 math.

2. To assess possible differences in the success rate of Health and Human Services program students who qualified for their program through the SAT or the general education track, entering students for three HHS classes were tracked. Ninety Nursing and Radiologic Technology students and their subsequent graduation rates were examined based upon both qualification tracks.

3. Success assessment within the Developmental Education program is measured by comparing the pass-rate for former Developmental Education students in their entry level credit class with non-developmental students' pass-rate.

C. Findings

1. Success rates in English and math coursework with students who entered the College with SAT's were determined to be significantly high. (Seventy-six percent of the students studied who attempted credit English course work were successful, completing the course with a "C" or better. Ninety percent of the students who attempted credit levels of math course work were successful, completing the course with a "C" or better.)

2. Reviews of entering HHS students who qualified through both the General Education and SAT tracks revealed that there was no significant differences in the success rate (graduation) of these students. Forty-three percent of those who qualified through SAT eventually graduated; 42% of those who qualified through the general education track eventually graduated.

3. Within the Developmental Education research, it was determined that the population size studied in each course area was too small from which to draw meaningful conclusions; however, the LAC has taken several steps intended to improve the success rate of students continuing in credit programs. These measures include modified class formats as well as the inclusion of study skills lessons in the reading and English courses.

D. Use of Findings

1. Findings regarding English and math success based upon qualifying SAT scores will be shared with the College Testing Committee.

2. Comparison findings regarding the success rate of students who qualified for their programs through both the SAT and General Education tracks will be shared with the Health and Human Services division for review.

3. As a result of the data collected within the Developmental Education study:

a. More lecture is being included in the regular LAC self-paced classes. Students in the lecture classes on Monday, Wednesday, and Friday are being encouraged to take the self-paced classes on Tuesday and Thursday.

b. The lecture English class now emphasizes writing skills while the self-paced classes emphasizes grammar skills.

c. Study skills lessons have been developed and incorporated into the English and reading curriculum.

d. The Learning Assistance Center has offered minimester classes in English and math to prepare students for ENG 100 and MAT 150.

7. Success of Entering Students in Meeting College or University Admissions Prerequisites

This component is not applicable to our institutional type.

8. Achievement of Students Transferring from Two to Four-Year Institutions

This component was reported on last in 1995. Based on the schedule of reporting, it will be reported on next in 1997.

9. Analysis of Undergraduate Retention and Attrition

A. Definition of Outcomes of Component

Retention is the process of maintaining students in the York Technical College educational system from the time of enrollment (registration into a program) until they have completed their specified goal

and leave the college, regardless of whether this participation takes place through consecutive semesters or intermittent semesters of study.

York Technical College's overall campus-wide retention rate will equal or exceed the average retention rate determined collectively for all South Carolina technical colleges for the same reporting period as reported by the State Cohort Tracking System. In addition, the College will strive to surpass by 3% each reporting period's retention rate for successive periods during a three-year time frame.

B. Measures Used to Assess this Component

Specific retention categories at the institution's departmental level and demographic subgroup classification may be targeted for annual review and analysis using the State Retention Cohort. In areas where retention rates are declining over time or where retention rates are considerably below (more than 6 percentage points) statewide averages, the institution dedicates special efforts to raise retention to higher levels. Only programs with 10 or more "first time" new students in a given cohort group will be included in this retention analysis.

C. Findings

While not meeting the goal of increased retention over the last reporting period, the present retention rate of 32% is 4% higher than the system-wide retention rate of 28% reported by the State Cohort Tracking System.

First-time freshmen who successfully complete the Freshmen Orientation course return to college the following semester at a higher rate (89.4%) than eligible freshmen who fail to take the required course (44.9%) according to in-house reports. Statistics indicate that the freshman course has retention value.

New students are reminded by telephone of their scheduled orientation date. Orientation attendance has increased from 57% to 87%, providing an increased number of better-informed students.

Faculty evaluation of a computerized Progress Reporting System which documents assistance and services for "at risk" students was reviewed. With a 60% return, indications are that the system provides valuable documentation but faculty find the system time-consuming. Further evaluation of the system will be needed.

The Learning Enhanced Assistance Program (LEAP) provided learning workshops for 169 students on academic probation. The workshops addressed four topics which students self-identified as the primary reasons for their lack of success in College. Approximately 60% of the students attended the sessions and found them helpful.

D. Use of Findings

York Technical College will continue to use and evaluate a variety of methods to address attrition.

10. Minority Student and Faculty Access and Equity

Minority Undergraduate Enrollment and Minority Undergraduate Degrees Earned

Category	1992			1995		
	African-American #	Total #	African-American %	African-American #	Total #	African-American %
A. Enrollment						
1. Number and Percentage of African-American Undergraduate Students	556	3,178	17.5%	633	3,342	18.9%
B. Degrees Earned						
1. Number and Percentage of African-American Associate Degree Recipients	32	267	12.0%	42	296	14.2%

11. Academic Performance of Student Athletes

This component is not applicable to our institutional type.

12. Procedures for Student Development

A. Definition of Outcomes of Component

The York Technical College Student Growth and Development area provides opportunities to enhance the educational, personal, and social growth of students by experiencing and participating in a variety of cultural, social, educational, and recreational opportunities at the College. The college environment provides opportunities for student growth and development through academic and non-academic activities.

B. Measures Used to Assess this Component

The College used the following three assessment processes to demonstrate effective student growth and development:

1. Interviews with six (6) students in April 1995 to determine their views of the opportunities available to them for student growth and development.
2. Focus group conducted in March 1996 to indicate personal growth as a result of participation in college activities.
3. Student Activities survey of approximately 500 York Technical College students conducted in April 1996 to indicate awareness of the activities provided, participation in at least one activity during the academic year, and satisfaction with the activity in which they participated.

C. Findings

In examining the views of the students about the area of Student Growth and Development, the College found that:

-88.9% of student respondents were aware of at least one activity taking place on campus
-72% of student respondents participating in student activities felt as they had grown personally through their participation
-58.3% of student respondents indicated participation in at least one campus activity
-class/work schedules were a major deterrent to participation in activities on campus.

D. Use of Findings

Because of the schedule conflicts that students have when trying to work student activities into their busy lives, the College will address the time periods and frequency of activities offered in the 1996-1997 Student Activities Calendar.

13. Library Resources and Services

This component was reported on last in 1995. Based on the schedule of reporting, it will be reported on next in 1998.

14. Administrative and Financial Processes and Performance

The component was reported on last in 1994. Based on the schedule of reporting, it will be reported on next in 1997.

15. Facilities

This component was reported on last in 1994. Based on the schedule of reporting, it will be reported on next in 1997.

16. Public Service

This component is not applicable to our institutional type.

17. Research

This component is not applicable to our institutional type.

APPENDIX A - MISSION STATEMENTS REVISED IN 1996

SOUTH CAROLINA
ANIMIS OPIBUSQUE PARATI
DUM SPIRO SPERO

AIKEN TECHNICAL COLLEGE

MISSION

Statement Of Purpose

Aiken Technical College's purpose is to provide the citizens of greater Aiken County opportunities for educational, professional, social, and personal development through technical and general education programs. As a public, open-door, two-year comprehensive institution of higher education, the College offers associate degree, diploma, and certificate programs and a variety of continuing education courses. The College's programs prepare students for technical careers and for transfer to other colleges and universities.

College Initiatives

In achieving its purpose, Aiken Technical College will focus on six primary initiatives for the next five years. These initiatives were derived from the College's strategic planning process and will serve to focus the College's efforts and resources.

These initiatives are as follows:

1. Provide programs and services that meet the education and training needs of the - community.
2. Provide services to current and future students that will ensure that they benefit from the College's learning opportunities.
3. Ensure the College has in place a process to assess its performance, develop solutions to problems identified in that assessment, and plan for its future needs.
4. Improve the College's image both within the institution and in the community.
5. Ensure that the College maintains the organizational structure and human resources to support its institutional values and mission.
6. Improve relationships with business, industry, government, educational institutions, and the community to increase understanding of and support for the College's mission.

Institutional Values

Aiken Technical College is built upon beliefs and values. These beliefs and values form the environment for all the College's decisions and actions. It is imperative that the College's various constituents share these beliefs and values if they are to fully comprehend and support the College's mission. Aiken Technical College affirms its commitment to the following values and beliefs:

EDUCATION: Education is the key to individual improvement and community economic development in a complex technological society.

COMMITMENT TO STUDENTS: Students deserve the finest instruction, resources, and services to enhance their growth and development.

EXCELLENCE: The College promotes excellence in personnel, programs, and work environment, while encouraging integrity, accountability, and respect for individuals,

COMMUNITY: Partnerships that develop solutions to community challenges are important to economic vitality and quality of life.

DIVERSITY: Respect for diversity is an important part of the educational process.

(This mission statement was approved by the Aiken County Commission for Technical Education on June 27, 1995.)

FRANCIS MARION UNIVERSITY STATEMENT OF PURPOSE

Founded as a state college in 1970, Francis Marion university adheres to the primary purpose of its establishment: to make available to people of all ages and origins an excellent undergraduate education in the liberal arts and selected professional programs. It also offers professional graduate programs. The university supports scholarly pursuits by students and faculty in order to promote academic development and intellectual stimulation and strives to provide the Pee Dee region of South Carolina with a variety of educational and cultural enrichment services. In order to continue to improve both quality and efficiency, Francis Marion engages in continuous evaluation of all its activities.

As a dynamic, interactive, regional comprehensive teaching university, Francis Marion serves students who have a wide range of abilities and preparations. We welcome and encourage students of all ethnic and racial heritages and believe that the presence of a diverse student body from throughout the state, country, and world enriches the educational experience for all. Nontraditional, out-of-state, and international students make up an increasing proportion of our student population.

Francis Marion provides a student-centered learning experience that fosters mutual respect and maintains high academic standards We emphasize an individualized approach to education through low student:faculty ratios and personalized attention to academic advising and career development The university community contributes to the social, cultural, moral, and physical development of students as well as to their intellectual growth through both its academic and student life programs. In addition, we offer special learning experiences, such as Introduction to University Life, the Honors program, internships, and cooperative degree programs

At Francis Marion University we seek to provide students with a foundation for lifelong learning and to help them develop skills for professional careers in business, industry, government, public service, and education as well as for more advanced study in professional and graduate schools To that end, we place major emphasis on the quality of our faculty, staff, library, and educational support services.

Excellence in teaching and learning is our highest priority. The university has a faculty of outstanding quality and diversity and supports faculty development through scholarship and research, continuing professional study, and participation in a wide range of academic endeavors. Francis Marion faculty, staff, and students are building a learning community that promotes understanding of other cultures and prepares students to become successful citizens in a rapidly changing world.

Francis Marion University offers programs of study that encourage students to think critically and creatively, communicate clearly and honestly, develop appreciation of aesthetic values, and be concerned with the common good as well as their own interests. Our educational goals are sustained by the liberal arts tradition and seek to provide all baccalaureate degree students with the following:

- proficiency in listening, reading, speaking, and writing,
- proficiency in the use of quantitative skills and scientific methods,
- the ability to access and use information,
- an introductory level of knowledge in a variety of disciplines in the Arts and Sciences,
- an understanding and appreciation of the Western heritage and cultures of the United States and the world,
- basic computer skills,
- global awareness and tolerance for a diversity of ideas,
- a sense of individual responsibility and ability to work cooperatively,
- a lifelong love for inquiry and learning.

Requirements for the bachelor's degree provide that students also achieve expertise in a particular discipline, which includes the ability to understand and apply the core concepts, principles, and methodologies of that discipline. Students are also expected to understand the relationships between their personal and professional goals and the liberal arts.

Francis Marion University strives to be responsive to the changing needs of the region by offering Master's degrees in Business, Education, and Psychology and providing cultural and athletic events open to the community. Moreover, the University seeks to serve as a catalyst for regional development. Faculty, staff members, and advanced students consult with local businesses, industries, and governmental agencies and render academic and practical assistance to regional schools and other organizations. They also participate in community activities, such as scientific, artistic, and literary programs, and are professionally active in many other ways in building a better educated, more culturally enriched, and more prosperous region.

Unique among public and private colleges in the region, Francis Marion University is small enough to provide individualized attention to a diverse range of traditional and nontraditional students, yet large enough to make available to students, staff, faculty and the regional community a broad variety of academic and cultural resources. Thus, Francis Marion University combines the advantages of a small liberal arts college with the resources of a public university.

HORRY-GEORGETOWN TECHNICAL COLLEGE

MISSION STATEMENT

Adopted September 22, 1995

As a community college, the mission of Horry-Georgetown Technical College is to provide accessible, quality, post-secondary educational opportunities for the people of Horry and Georgetown Counties to acquire the knowledge, skills, and experiences necessary for success in achieving their career and educational goals, and to provide the employers of the area with the appropriate personnel to assure the continued economic growth of the region. In addition to this primary mission, the Institution is also committed to instilling in its students a commitment to lifelong learning and to providing educational opportunities to adults of all ages that will enable them to achieve their highest potential, to have a fulfilling life, and to function as effective citizens. The College is committed to achieving this mission in an environment that promotes respect for diversity and facilitates and encourages multi-cultural understanding.

In order to accomplish this mission, the specific purposes of the college are: To provide college transfer education, career educational programs, and occupational training activities, through both traditional instructional methods and through the use of communications and educational technologies, supported by the services necessary to meet the interests and needs of its students; and To maximize the socio-economic growth and development of Horry and Georgetown Counties by meeting the educational and training needs of the businesses and industries of the service area.

YORK TECHNICAL COLLEGE

MISSION STATEMENT

The Mission Statement for York Technical College was reviewed and revised by an employee committee as follows:

> York Technical College is a public community-based college providing accessible, relevant, and high-quality education leading to associate degrees, diplomas, and certificates. The College promotes marketable job skills and economic development through programs that address the emerging and continuing employment needs of the citizens of York, Chester, and Lancaster counties.
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> Through various delivery methods, the College offers comprehensive technical and college-transfer programs, developmental studies, continuing education courses, and student development services.
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> As an open door institution of higher education, the College provides learning opportunities to qualified students.

The revised Mission Statement was approved by the York Technical College Area Commission on September 12, 1995.

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